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ABSTRACT

This publication contains course outlines and descriptions of 13 graduate courses and seminars on how to teach sociology to undergraduates. The syllabi have been selected from universities around the nation. Some of the outlines are detailed, while others are brief descriptions. For example, a syllabus from Texas Women's University on methods of teaching sociology contains a letter of introduction to prospective students; a descriptive outline of course organization, requirements, and evaluation methods; a chart illustrating course format and objectives; a tentative schedule of assignments; guidelines for preparing a teaching unit; and a sample midterm evaluation. Another syllabus from a seminar on teaching sociology offered at Duke University briefly describes course meeting times and readings, details specific assignments and discussion topics, and outlines requirements of the seminar practicum. A table of contents lists courses by university and sociology department course number and by instructor. (LP)

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American Sociological Association

Resource Materials for Teaching

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PREPARING GRADUATE STUDENTS TO TEACH: SYLLABI AND RELATED MATERIALS FROM GRADUATE COURSES ON THE TEACHING OF SOCIOLOGY

Edited by

Thomas L. Van Valey
Western Michigan University

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Introductory Comments

Following this relatively brief introduction is a set of 13 syllabi for courses that attempt to help graduate students in Sociology learn how to teach. It is the second set of such materials that has been prepared and issued through the ASA's Teaching Services Program (the first was prepared by Bill Ewens of Michigan State). Like its predecessor this collection clearly can not represent the entire range of approaches that colleagues are using across the nation.

To assemble the attached set, we first used the ASA's Guide to Graduate Departments of Sociology and identified all departments offering some kind of special teacher training opportunities. A letter was then sent to all the graduate advisors or chairs of those departments, explaining our purpose and inviting them (or others) to submit materials. A total of 117 letters were sent, 108 in the United States and 9 in Canada. In addition, calls for submissions were issued by the Teaching Services Program, at regional and national meetings, and in the Teaching Newsletter.

The response to our efforts was not exactly overwhelming; a total of 46 departments (39 per cent) replied. Moreover, many of them indicated that they never had offered a specific course of the type requested. Several did participate in institution-wide training/orientation programs for Teaching Assistants, but did not offer a specific course in the department. Finally, there were a few that indicated they once offered a course but had ceased doing so (citing reduced enrollments or the loss of key faculty). Thus, we were left with eleven syllabi from schools scattered across the country. Nine of them come from the Midwest or South, while one each originates on the East and West coasts. Only the western mountain states are not represented. There is one repeater from the first collection (#7, Ted Wagenaar), but his current syllabus is substantially different from his earlier inclusion.

In the preparation of the various syllabi for this collection, I took the liberty of making a few editorial changes, largely deleting supplementary materials which I felt were unnecessary or redundant. For that I obviously accept full responsibility. However, the credit for the content and organization of the syllabi should go to the professors who teach the courses. They are the ones who have invested their time, energy, and skill in putting together an experience intended to teach graduate students how to teach.

Finally, I wish to thank Carla Howery, Director of the ASA's Teaching Services Program, for her assistance, her encouragement, and her patience. All were necessary and appreciated. In that same regard, I should further like to note that Carla and the ASA office in Washington have always been willing and able to respond to my requests (pleas?) for assistance. Do not hesitate to call upon them.

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	Syllabus	Instructor
1.	SC 902: Seminar on Teaching Sociology Boston College	Michael A. Malec Department of Sociology
2.	Sociology 5353 - Methods of Teaching Sociology Texas Woman's University	Maria Gabriella Miller Department of Sociology and Social Work
3.	Social Ecology 260 - Seminar on Teaching University of California, Irvine	Gary Evans Program in Social Ecology
4.	Sociology 646: Teaching and Learning Sociological Concepts University of North Carolina at Greensboro	Paul Lindsay Department of Sociology
5.	Soc 591a: Seminar-Practicum on Teaching Sociology Purdue University	Reece McGee Department of Sociology/ Anthropology
6.	Sociology 505: Seminar in Sociology as a Profession East Texas State University	Lawrence Clinton Department of Sociology
7.	Sociology 551: Teaching Sociology Miami University	Theodore Wagenaar Department of Sociology
8.	Soc 772: Concepts and Methods in Teaching Sociology University of Kentucky	J. Michael Brooks Department of Sociology
9.	Sociology 695: Teaching Practicum Western Michigan University	Thomas L. Van Valey Department of Sociology
10.	Seminar: College Teaching of Sociology Kent State University	Marvin R. Koller Department of Sociology and Anthropology
11.	Sociology 5010: Professional Seminar/ C & I 5090 - Development Teaching Skills for Higher Education University of Tennessee, Knoxville	James A. Black Department of Sociology
12.	Sociology 380: Seminar on Teaching Sociology University of North Carolina-Chapel Hill	M. Richard Cramer Department of Sociology
13.	HDFS 685: Seminar in Teaching and Ethics in Human Development and Family Studies Cornell University	Edward Kain Department of Sociology

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Proposal for Sc 902
Micro-teaching Workshop

In a recent working paper, William Torbert argued that an effective manager must continually inquire into the degree to which is or her efforts contribute to four levels of organizational experience:

purposes (goals and meta-objectives of the organization),
strategies (policy),
actions, and
outcomes.

His model of management effectivenss suggests that managers are faced with multiple demands on their time and that, in order to be effective, they must place attention on all four dimensions at the same time.

As a manager of the classroom, the teacher also attempts to achieve congruity between purposes, strategies, actions, and outcomes. The teacher developes a number of goals (create situations wherein students can acquire certain knowledge); determines strategies to attain these goals (teaching methods, classroom activities, curriculum designs); and through actions (pedagogical style, interpersonal competence), hopes to achieve certain outcomes (specific learnings).

The workshop we will engage in is intended to consider the effectiveness of the teaching styles that the workshop participants have developed. By role playing an actual in-class experience that the participant has been in or is presently faced with, the teacher in this role-play will be able to benefit from the feedback of other workshop participants regarding his or her effectiveness.

To prepare for the workshop, all attendants are required to bring in a case which we will act out (the rest of the members of the workshop will play the students).

1. A description of the situation (as detailed as possible). This description or scenario should give us some background and history leading up to the present incident which we will role play. In other words, set the stage.
2. An explanation of the goal or goals that you are trying to achieve in your case. Be as specific as possible such as "I want to communicate the importance of X theory," or, "my intention is to challenge students' assumptions regarding X theory in a manner that will incite them to go out and get more information on Y subjects".
3. A brief description of the strategy or pedagogical style you will use to achieve these goals.

Each workshop "teacher" will have approximately 10 minutes to play out the case with 15 minutes of feedback. It is expected that the "teacher" will be as prepared in these 10 minutes as he or she would be in an actual teaching situation.

Note: In these sort of exercises, it is extremely helpful if the case is viewed as a real dilemma to be solved rather than a "cut and dry" case. From such a difficult teaching situation, more learning can be acquired.

SC 902: Seminar on Teaching Sociology

Prof. Michael Malec
McGuinn 419

A major goal of this course is to help first-time instructors develop and improve their competence as teachers of sociology. To the extent that this is accomplished, we also achieve three other goals: (1) we add something to the meaning of the advanced degree conferred by our department; (2) we strengthen the graduate student's bargaining positions when it comes time to find a job; (3) we come closer to insuring that undergraduates are competently and conscientiously taught.

The course is not limited to first-time teachers. Graduate students with prior teaching experience can benefit from the seminar. Indeed, several faculty members have occassionally sat in on some of our sessions.

We will review several theories and empirical studies of teaching and learning in an effort to develop our understanding of the types of activities, curricula, institutions and social relationships that enhance student learning at the college level. We will also examine many "nuts and bolts" techniques for effective teaching. And we shall practice.

There is one text which you should purchase: W. McKeachie's Teaching Tips (7th ed.); it is available in the B.C. Bookstore. You will also be asked to read Goldsmid and Wilson's Passing on Sociology, which is available in the Reserve Room of Bapst Library. Many articles from the journal, Teaching Sociology, will be assigned; this journal is available in Bapst. Finally, I will distribute several handouts during the semester.

There are two basic written assignments for the course. (1) Each student is required to maintain a journal on his/her teaching experience this semester. If you are teaching a course of your own, or assisting in one, the ideal field to observe is that course. If you find it too difficult to observe your own field, then choose any other course which enrolls undergraduates, and which you can visit at least once a week. Your journal should, in general, focus on "teaching/learning as field work." Entries should be made regularly, at least once a week, preferably more often. Journal should be submitted to me for review every three (3) weeks. (2) At the end of the semester, each student is to submit a detailed, annotated syllabus. It will most likely be for a course in Introductory Sociology, but it may be for some other course. This assignment will consist of two parts (a) the syllabus, 2-5 pages, and (b) a defense and explanation of the syllabus. A preliminary draft of the syllabus only is due three weeks before the end of classes. Other brief written exercise will be assigned from time to time.

I would like every member of the seminar to have acquired some teaching experience by the end of the semester. If you do not have a regular teaching assignment, we will arrange an opportunity for you to deliver two or three guest lectures (or, more correctly, to lead two or three classes, since you may not want to lecture).

I expect members of the seminar to visit each other's classes, and mine, at least twice during the semester. It would be especially useful if, on any occasion when you are doing something "different" (e.g., playing a game), you would let the other seminar members know so we can all share in the experience.

Possible course topics include the following:

*Course planning and assignments
*The rationale for teaching sociology to undergraduates
*Common instructional problems: the first day; common gaffs; sociology and common sense; student pssivity; etc.
*Instructional goals: substantive and non-substantive (e.g., "critical thinking" or "synthesis of knowledge").
*Teaching and sex roles
*Techniques of teaching; audio-visuals; PSI; computer-assisted instruction; simulations and games; etc.
*Teaching enviornments; class size and format---does it make a difference?
*Evaluating student performance: tests, papers, participation; grading; standards and expectations.
*Evaluating teacher performance.
*Teaching as a career: the profession, the discipline, the institutions
*The role of TAs
*Educational theories and philosophies (e.g., Illich, Dewey).

HOW MUCH DO YOU THINK MISS OTHMAR GETS PAID FOR TEACHING?
PAID? PAID?
DO YOU SERIOUSLY THINK THAT MISS OTHMAR WOULD EVER ACCEPT MONEY FOR TEACHING? THAT'S OUTRAGEOUS!
TO MISS OTHMAR TEACHING IS A PURE ART FORM!!

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TOPICAL BIBLIOGRAPHY & READING LIST FOR SC 902

A. Introduction

1. Goldsmid & Wilson, Chs. 1-3.

2. McKeachie, Ch. 1.

B. Substantive Goals: Teaching Sociology

1. Goldsmid & Wilson, Ch. 4.

2. Bates & Reid, "The Sociology Major.....," in The American Sociologist, 6 (1971)248. (Class handout)

3. Vaughan, "Identifying Course Goals....." TS 7:3 (April, 1980) 265-280.

C. "Nonsubstantive" Goals

1. Goldsmid & Wilson, Chs. 5 & 6.

2. McKeachie, Chs. 6, 18, 21, 23.

3. Various articles from the journal Teaching Sociology:

   a. H. Mariampolski, "Thought about Reasonable Goals.....," 5:2 (Jan. 1978) 141-150.

   b. P. Baker, "Learning Sociology and Assessing Critical Thinking," 8:3 (April, 1981) 325-363.

   c. R. Stauffer, "Sociology and Liberal Education....," 7:3 (April, 1980)247-264.

   d. C. Vaughan, "Identifying Course Goals....," 7:3 (April, 1980) (265-279).

   e. T. McFaul et al., "A Strategy for Curriculum Development.....," 5:1 (Oct., 1977) 65-85.

   f. C. Logan, "Do Sociologists Teach Students to Think....," 4:1 (Oct., 1976) 29-48.

D. Textbook Selection (Introductory Course)

1. Geersten, R. "The Textbook: An ACIDS Test" Teaching Sociology, 5,1 (Oct. 1977): 101-110.

2. Hedley, R.A. & T.C. Taveggia, "Textbook Sociology: Some Cautionary Remarks" The American Sociologist, 12, 3 (August, 1977): 108-116. (Also in this issue are six comments on this paper).

3. Kirschner, B.F., "Introducing Students to Women's Place in Society: Women in Introductory Texts," Am.J.Soc., 78, 4 (Jan., 1973): 1051-1054.

4. Kurtz, R.A. & J.R. Mailo, "Surgery for Sociology: The Need for Introductory Text Opening Chapterectomy" TAS, 3,1 (Feb., 1968): 36-41.

5. Rothman, R.A., "Textbooks and the Certification of Knowledge," TAS 6,2 (May, 1971): 125-127.

6. Van Valey, T.L. "Methods or Not: An Examination of Intro Texts" Teaching Soc., 3,1 (Oct., 1975): 21-32.

7. Goldsmid & Wilson, pp. 185-198.

***You may also wish to review two other resource items. Although not directly related to textbooks, both are definitely related to the Introductory course. Copies of both are in my office. They are:

"Introductory Sociology Courses: A Set of Syllabi"

Teaching Sociology: An Annotated Bibliography. See especially pages 1-13, on "Teaching Introductory Sociology."

E. Methods of Instruction: The Lecture

1. Goldsmid & Wilson, Ch. 10 (esp. pp. 201-218).

2. McKeachie, Ch. 4

3. U. of Michigan "Memo to the Faculty" #60 (handout)

4. "Some Ideas to Enhance Lectures" (handout)

F. Methods of Instruction: Discussion

1. Goldsmid & Wilson, Ch 10 (esp. pp. 218-226).
2. McKeachie, Ch. 5
3. U. of Michigan "Memo to the Faculty" #62 (handout)
4. "Getting Students Involved...." (handout)
5. "Organizing...Class Discussion...." (handout)
6. "Summary of Basic Communication Skills...." (handout)

G. Methods of Instruction: PSI (and related methods)

1. Goldsmid & Wilson, pp. 226-236
2. McKeachie, Chs. 10 & 11
3. Syllabus for SC200 (esp. pp. 1-5).
4. Beyer, "PSI: A Selected Bibliography" (handout). (Note: I own copies of nos. 3, 7, 8, and 10; they are available in my office.)
5. Keller, "Goodbye, Teacher...." J. Applied Behavior Analysis 1 (1968) 78-89. (handout)
6. The April, 1974 issue of TS has several articles on PSI. See also my article in TS, 2:2 (April, 1975) 212-217.

H. Audio-visual Methods

1. Goldsmid & Wilson, pp. 251-269.
2. McKeachie, Ch. 12.
3. Various articles in Teaching Sociology:
    a. D. Cheatwood, "The Use of Still Photography...." 5:4 (July, 1978) 387-408.
    b. R. Francis, "The 8mm Term Paper...." 2:1 (Oct., 1974) 57-70.
    c. D. Smith, "Teaching Intro Soc. by Films" 1:1 (Oct. 1973) 48-61
    d. C. Stoll, "Videotape as an Aid...." 1:1 (Oct., 1973) 38-47
    e. R. Snow & B. Cuthbertson, "Learning and Self-Counselling through Television Entertainment" 7:1 (Oct., 1979) 65-77.

4. Various catalogues of films for sociology (Malec's files)

5. "Videotaping and Teacher Development" (handout)

I. Teaching Methods: Some Influences, Some Options

1. Goldsmid & Wilson, Ch. 7 and pp. 238-251.

2. McKeachie, Chs. 2,3, 7-10, 13-15, 20

3. Various articles in Teaching Sociology:

   a. Hiller, "The Sociological Debate: 2:2 (April, 1975) 123-131.

   b. Samuels, "Actors, Skits, and Concepts" 4:2 (Jan., 1977) 155-165.

   c. Loewen, "Four Classroom Exercises," 6:3 (April, 1979) 221-244.

   d. Lena & London, "...Sociology through Fiction" 6:2 (Jan., 1979) 123-130.

   e. Satariano & Rogers, "Undergraduate Internships" 6:4 (July, 1979) 355-372.

   f. Singleton, "Classroom Demonstrations..." 5:2 (Jan., 1978) 187-200.

   g. Singleton & Kerber, "Further Classroom Demonstrations" 7:4 (July, 1980) 439-451.

4. Geertsen, Eighty-One Techniques for Teaching Sociological Concepts. (Malec's files)

5. "Simulation & Gaming and the Teaching of Sociology" (handout)

6. After you have read all else in this section that you are going to read, read Goldsmid & Wilson, Ch. 12.

J. Everyday Problems.

1. Goldsmid & Wilson, Ch. 8.

2. "Student Passivity..." (handout)

3. "Common and Avoidable Gaffs in Teaching" (handout)

4. "Ten Commandments for Teaching" (handout)

K. Testing/Grading/Evaluation (of Students by Teachers)

1. Goldsmid & Wilson, Ch. 13.

2. McKeachie, Chs. 16, 17.

3. U. of Michigan "Memo to the Faculty" nos. 15, 35, 46, 57

4. Various articles from Teaching Sociology:

   a. Hedley, "Measurement: Social Research Strategies and their Relevance to Grading" 6:1 (Oct., 1978) 21-29.

   b. Michaels, "A Simple View of the Grading Issue" 3:2 (Jan., 1976) 198-203.

   c. Stasz,"Contract Menu Grading" 4:1 (Oct., 1976) 49-66.

   d. Bromley et al., "...A Study of College Grading...." 8:4 (July, 1981) 423-441.

5. Hesse-Biber, "How to Write an Essay Exam" (handout)

6. "Some Principles for Preparing Multiple Choice Items" (handout)

7. Ewens, "Grading and the Process of Developing Unfettered, Self-governing Persons" in KAKN (Malec's file).

L. Evaluation of Teaching/Teachers (by students, self, and others)

1. Goldsmid & Wilson, Ch. 14.

2. McKeachie, Chs. 26-28.

3. U. of Michigan "Memo to the Faculty" #53

4. Szafran & Mandolini, "Grades, Class Size and Faculty Status Predict Teaching Evaluations" TS 8:1 (Oct., 1980) 47-62.

5. Look over: the Boston College teacher evaluation form (handout).

M. Research on Teaching

1. Goldsmid & Wilson, Ch. 12.

2. McKeachie, Ch. 25.

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N. Some Issues of the Profession

1. Read: AAUP Policy Documents and Reports, pp. 1-4. (You may also wish to browse through some of the other sections of this booklet. In a sense, this booklet is the "bible" of our "union.")

2. Read: the Boston College University Statutes, Ch. 2., Secs. 3-11.

3. Look at: the Aug., 1981 issue of Academe, Appendix I, p. 256.

4. Skim: Eble, The Career Development of the Effective College Teacher. See esp. Ch. 6.

(Note: all of the above are in Malec's files.)

5. McKeachie, Ch. 22.

6. Read regularly: The Chronicle of Higher Education

Texas Woman's University
Department of Sociology and Social Work

Dear

I am writing this letter because, as far as I know, you have expressed a desire to take Sociology 5353 - Methods of Teaching Sociology - this Fall. If you are NOT planning to enroll in this course, please disregard this letter; if you are planning to enroll in Soc. 5353, you will find below the description of your first assignment for this course. By reading this description, you will understand my reason for mailing this to you before the beginning of school.

Assignment 1: The First Class Meeting

The objective of this assignment is to have you observe, reflect upon, and write about the dynamics of the FIRST class meeting of two UNDERGRADUATE courses taught by two DIFFERENT instructors. More specifically, this assignment entails:

1. Before attending the two class meetings, write a few reflective notes in which you describe what you AS A STUDENT like to know and feel as you step into a new classroom situation. If at all possible, try to remember and describe from your own experience as an UNDERGRADUATE student, the kinds of things (about the situation and/or the instructor) that turned you ON or OFF, made you excited, eager to meet again, or made you frustrated, apprehensive, fearful and unwilling to go back.

2. Obtain permission from the instructors teaching the classes you have selected to observe. Attend the very first class meeting of the two UNDERGRADUATE courses. (Try to choose at least one course at the freshman level). Sit in a place that gives you a view of the students. Take brief notes on what the instructor does. Your "field notes" should be such that you can reconstruct later what went on in that first class meeting. Don't take too lengthy notes however, because too much note-taking may jeopardize your observation of what goes on. Observe students' reactions throughout the class meeting.

3. After having attended these two class meetings, write a description of what went on in the two classes. At the end of this description, conclude by answering the following questions: a) If I were a student in these courses, would my expectations be met? Would I feel eager or unmotivated to stay in this course? Why yes, or why no? b) What was there in these two instructors' handling of the first class meeting that I might want to imitate? What would I do differently?

When you and I meet for the first class meeting of Soc. 5353, I will give you reading materials related to the topic of this assignment. I will also indicate what else we need to do in order to complete this assignment. Please call me at the office or at home (387-7910) in case you need any clarification on this assignment.

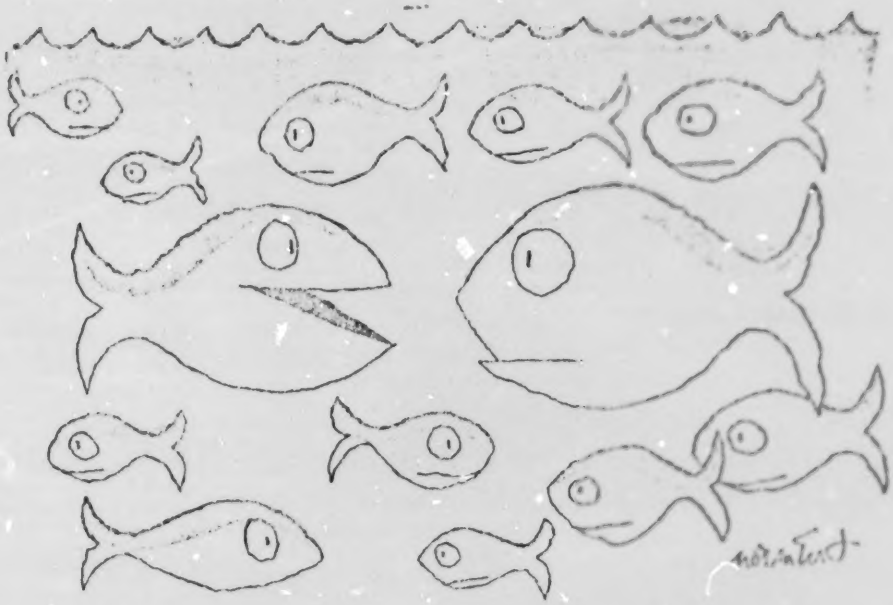
Thank you and I hope to see you soon.

G Miller 15

Gabriella Miller

P.O. Box 23928, TWU Station, Denton, Texas 76204 (817) 383-1674 or 382-0662

OUR FIRST CLASS MEETING



"I've been swimming in it all my life, and all I know about it is it's water."

1. What does this picture convey to you?
2. What do you see as the objectives of our seminar?

(your name)

(peer's name)

SOCIOLOGY 5353: TEACHING SOCIOLOGY

PURPOSE OF SEMINAR

This course was instituted by Dr. Ethelyn Davis, former chairperson of our department, and a member of the ASA Task Force on Teaching Undergraduate Sociology.

The central AIM of this course is to prepare graduate students to teach sociology. Your participation in this course represents "one step along the way of creating your own style of teaching - an evolving, self-correcting style." (Wilson, 1975-76)*

ORGANIZATION OF SEMINAR

The organization of this course rests on two premises: 1) there is no single road to effective teaching, and 2) there is no single road we can follow in order to learn how to teach. Hence, a variety of learning experiences are to be used by us in order to reach the stated purpose. These are: 1. the writing of "reflective notes", 2. active participation in the seminar sessions, 3. observation of class-room processes, 4. preparation of course materials, 5. practice in teaching, and 6. reading from the literature on teaching and learning.

1. Reflective notes

Your use of "reflective notes" is one way of recognizing that your past and present experiences affect the way you learn and teach. Reflective notes are, usually, written by you BEFORE and AFTER we approach, as a class, a discussion topic or an activity. The BEFORE notes will help bring into awareness aspects of your past experiences. The AFTER notes may help you evaluate if further learning has occurred after engaging in a course activity. A few topics for reflective notes are suggested by me; others can be suggested by you. You don't need to type your reflective notes. Just make sure I can understand your hand-writing.

* In preparing the outline for this course, I have consulted several syllabi for seminars in Teaching Sociology. My major sources of ideas have been from the syllabi written by: Everet K. Wilson, "Seminar Practicum on the Teaching of Sociology," Department of Sociology, University of North Carolina, 1976-78; and Reece McGee, "Seminar-Practicum on Teaching Sociology," Department of Sociology and Anthropology, Purdue University, 1980-81.

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2. Active Participation in Seminar Sessions

Each session of 5353 is centered around a problem, or a question, or an activity that require PREPARATION on your part BEFORE we meet. Usually, this preparation entails your reading of assigned materials and, at times, your writing of reflective notes, or preparation of course materials, etc. This seminar is NOT "a lecture course". The quality of your contribution does affect the quality of this seminar. Tentative topics for class sessions are given in the attached course schedule.

3. Observation of class-room processes

There will be a few times throughout the semester in which I will ask you to observe an undergraduate class(es). This is done in order to offer you the opportunity to see "in action" aspects of the learning-teaching processes. An observation schedule will be used at times as an aid to observation and recording.

4. Preparation of course materials

a. Course Syllabus. This assignment consists of two parts: 1) By Sept. 16 you will inspect a few syllabi and block out a dummy version of a syllabus for a course you will be teaching; 2) On Dec. 9, the revised and final version of your syllabus should be turned in to me together with a written explanation or rationale for having designed the syllabus (and the course) as you did. This final version of your syllabus should show the application by you of notions you have learned throughout the semester.

b. Teaching Units. The preparation of teaching units entails both an individual and group effort. The topic for one teaching unit is CULTURE and is common to all of you. The topic for one other (or two?) teaching unit is chosen by you in terms of your own teaching needs. Your finished teaching units are turned in to me by Dec.9.I will keep one copy of them. The outline for a teaching unit will be discussed in class.

5. Practice in teaching

THOSE OF YOU WHO NEVER TAUGHT will be asked to pair with one person who is teaching this semester. Your tasks are: 1) to help this instructor construct and grade a test on a given unit of content, and 2) be a guest speaker in her class. The topic for your class presentation needs to be chosen in consultation with the instructor. Please, make speedy arrangments with her. The topic you present in her class can be the same as that chosen by you for teaching unit.

THOSE OF YOU WHO ARE TEACHING THIS SEMESTER will 1) review their tests with me, 2) provide a tape recording of two lectures, 3) video-tape one session of their classes, 4) evaluate your taped performance, and 5) any other...?

6. Readings

The reading assignments are of two types: a) common reading assignments (see course schedule) and, b) individual assignments, on topics of particular interest to you.

The common reading assignments are from the three textbooks we will use this semester: Goldsmid and Wilson, Passing on Sociology; McKeachie, Teaching Tips; and Mager, Preparing Instructional Objectives.

The "individual" reading assignment is chosen by you in terms of your interest in one of the following topics:

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1) communication skills and their use in the classroom
2) research on class-room processes
3) students' learning styles
4) teachers' teaching styles
5) contract learning
6) simulation and games
7) use of role play
8) any other?----------

Your individual reading assignment will serve as the basis for a 30 minute class presentation/demonstration, and handouts to be distributed to us all.

WORK TO BE DONE BY YOU

In the course-schedule, I have indicated the approximate dates in which reading, oral or written assignments are to be completed. Just to be clear on the kind work you will do for this course, I have itemized below what work you are expected to do for this seminar:

1. Readings from G&W, McK and Mager to be completed BEFORE class discussion on topic or issues covered in the readings (see course schedule).
2. Written handouts on the topic you have selected for presentation. Your handouts will be distributed to all of us.
3. Oral presentation on the same topic by a few of you or by as many of you as class time allows.
4. One written unit on culture and one written unit on a topic of your choice.
5. Finished syllabus for a sociology course and one-two pages written explanation or rationale for setting up the syllabus as you did.

The next type of assignments are UNGRADED and are given for the specific purpose of helping you orient to a future task. These include:

1. Reflective notes
2. A 'dummy' syllabus; review of syllabi; interviews with two students
3. Writing instructional objectives for the unit on culture, description of how you propose to reach one of these objectives (see course schedule-Nov. 4)

Finally:

1. Video-taping one class session and tape recording of one lecture--at least.
2. Practice teaching for those of you who have not taught a sociology course.
3. Discuss with me (in my office) what you have learned from doing either 1 or 2.

The practice or video-taping is done totally for your own benefit.

CRITERIA FOR EVALUATION OF YOUR WORK

Let me state first that no evaluation can be given if what is to be evaluated is ill-defined or if it remans INVISIBLE to an evaluator. Evaluation of anything presupposes that there is somethig out there that can be observed as evidence (or indicator) of one's performance. This is the reason I have incorporated written/oral assignments. The work itemized above (1-5), plus the final is what I will use to evaluate your performance.

Which criteria will I use to evaluate your performance? The following is a list of dimensions or pieces of evidence that I will use to evaluate your performance:

1. Completeness in your work. When written guidelines are given to describe the work to be done, completeness will be judged by whether or not the assignment has been done in its entirety. That is, if the assignment consists of more than one element, segment, or part, your performance is evaluated by whether or not you have completed all parts.
   - -if, by an agreed date, the assignment is not complete, I then take this as an indicator of poor performance.
   - -if several assignments are incomplete, then I take this pattern of incompleteness as evidence of very poor performance.

Asking questions, if guidelines are unclear to you, reading the guidelines before and after your work has been completed, budgeting your time carefully are ways of preventing incompleteness in your work.

2. Meeting deadlines, which means, having your work completed at the established time, or talk to me about a reasonable extension. Reading your course schedule carefully is the first step you need to make in order to budget your time carefully.

3. Evidence of effort, this means that , within the limits imposed upon you by other obligations, you have put some effort and work into this course. Lack of or low effort often manifest themselves in incompleteness of work or superficiality in what one does.

4. Quality of work; although the word quality is difficult to operationalize, I take the following as pieces of evidence of good quality work:

   a. presence of depth (or lack of superficiality) in developing a task and/or in approaching a body of materials. Here I am looking for evidence that you have thought through the material you have read, or written, that you have raised questions on it and you understand what you are reading or doing.
   b. evidence that you can analyze, organize, synthetize a body of materials and that you can communicate what you have learned in a way that it can be clear to someone other than yourself.
   c. evidence that you can integrate past with present elements. That is, that you can bring to bear what you have learned before with what you are learning or doing now. This criterion of quality will be used in particular in evaluating your teaching units and your finished syllabus.
   d. lastly is openness to learning; the most difficult criterion to define. This is an attitudinal dimension of quality of work. It can be gauged by a variety of verbal and non verbal cues. If I were forced to translate this dimension into a check-list (HORROR!), the following are a few of the items I would probably use:
      - -not operating in terms of absolute categories (right-wrong; nothing-all; true-false), not placing everything in preset pigeon-holes with no room for flexibility or change
      - -risking to be creative, to try new things even though they might not turn out right
      - -not expecting oneself to know everything; being unafraid to doubt, grope, and saying "I don't know" verbally and non verbally
      - -believing that improvement of oneself is possible even if we have reached a high level of performance
      - -allowing for the existence/expression of points of views different from

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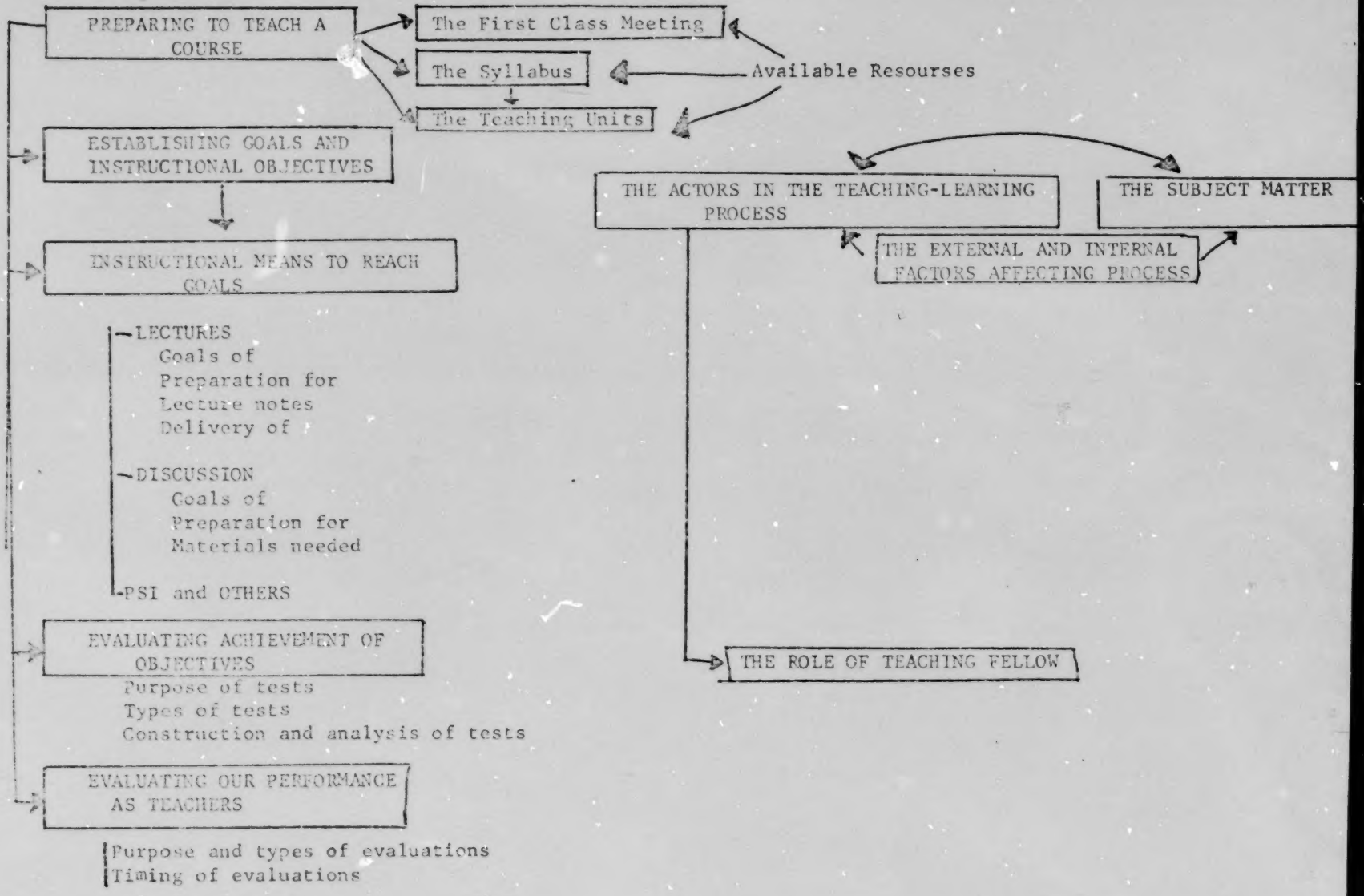
our own. Taking these differences as points of departure for new learning -not taking criticism personally, but working with it at the level of ideas, as a challenge to go further

I am giving you a copy of a typology developed by Kiyo Morimoto, an educator at Harvard University Learning Center. In this typology, Morimoto's message is that the assumptions about the TRUTH we hold as teachers have consequences on students' learning. The kind of openess I am talking about is captured by Morimoto's last type. WHY should I include "openess to learning" as a dimension for the evaluation of participants of a seminar in Teaching Sociology? Because it is made up of qualities that, as teachers, we are attempting to cultivate in our students.

THE TOPICAL STRUCTURE OF 5353



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TENTATIVE SCHEDULE FOR SOC. 5353

This is a very tentative schedule for our seminar sessions and for the work to be done BEFORE we meet. The questions or issues we will be discussing in any given session are listed on the left. On the right, you will find a description of what you need to do before we meet. The abbreviation McK refers to reading materials in McKeachie. Teaching Tips. The abbreviation G&W refers to readings in Goldsmid and Wilson. Passing on Sociology.

Issue and Questions Posed	Assignments
Sept. 9	
1. What is the current scenario of sociology instruction with regards to student population, quality and standards of instruction? 2. What is your reaction to the way G&W define learning and effective instruction? 3. What is G&W's view on the state of the art? Which corrective measures do they suggest? 4. What have we learned from observing the first class meeting of an undergraduate course?	1. Before reading Ch. 1,2,3 of G&W, think about courses in Sociology you have taken so far. a) Think of one course in which, by the end of the semester, you could honestly say "I learned a great deal out of this course". Think o another course in which you had the feeling you had not learned a great dea b) Try to figure out what was there in these two courses that promoted or hindered your learning. Write down wha these things are. c) Ask yourself the question of HOW did you know that you had or had not learned a great deal. 2. Read Chapters 1,2,3 in G&W. 3. After reading G&W, was there anything in what you read that rings a bell with reference to your BEFORE reflective notes? If yes, what? 4. From reading and reflecting, jot down a list of reminders for you to use when you teach a course. This list will be shared with other members of this seminar.
Sept. 16	
1. How does one plan a course? develop a syllabus, choose reading materials, instructional techniques?	1. Read McK Ch. 1 and 2 2. Read G&W Ch. 9 3. Review 4-5 syllabi, noting what you consider to be points of adequacy and inadequacy. 4. Block out a dummy version of the syllabus for your course. Include all categories of information you think will be helpful to your students, including a statement of purpose. 5. Interview two undergraduate students in order to find out a) if they read a syllabus b) what kinds of information are useful to them c) any other you can think of.

Sept. 23
GUEST SPEAKER: JUSTINE MERRITT will be the facilitator in a 3 hour workshop for teachers'

COURSE SCHEDULE
(continued)

ESTABLISHING GOALS OF INSTRUCTION

Sept. 30

1. Which goals do you have for your course that transcend its specific content?
2. Which goals do you have that are peculiar to your course sociological content?
3. What are "behavioral objectives"? What use can teachers make of them?
4. What are your reactions to Mager's book? What are your bases of agreement and/or disagreement with Mager's approach?

Read

G&W 4,5, and 6
Mager's book

-Start writing goals for your course whose syllabus you are writing
-Start writing instructional objectives for a unit on CULTURE

THE ACTORS IN THE TEACHING-LEARNING PROCESS

Oct. 7

1. Which factors "external" to our class affect our teaching?
2. Which factors in the instructor-student interaction affect learning?
3. Which aspects of our subject matter may create problems for some of our students?

PEGGY'S PRESENTATION on Mann's book on class processes, learning and teaching styles. Class activity: The drawing of the teaching-learning process.

Read

G&W 7 and 8
McK 6
-Try to remember a few problems you might have had with sociological materials.
-As a teacher (T.F.) which particular topic was most difficult to handle? WHY?
-Begin looking for materials for the unit on culture

THE MEANS WE USE TO REACH GOALS

Oct. 14

1. Which methods of instruction are available?
2. For which instructional objectives are lectures best and least suited?
3. Are there some common steps in preparing for a lecture?
4. What are the characteristics of "Good" and "bad" lectures?
5. How does one write lecture notes?
   CAROL'S PRESENTATION on tips for lecturing.

Read

G&W pp 200-218
McK Ch. 4
-Ruth Day "Teaching from notes" (One copy of this article will by given to you)
-Begin thinking how you can use lectures in your unit on culture

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Oct. 21

1. For which instructional objectives is discussion best and least suited?
2. Which types of discussion can be used?
3. What preparation does the use of discussion entail?

DEBBIE's PRESENTATION on different types of discussion techniques- from the least to the most structured

Read
G&W pp. 218-226
Mck ch 5
-Think on how you can use different types of discussion in your unit on culture

Oct. 28

1. Which other instructional means are available?
   PSI, Other personalized systems of instruction; games-simulation ect.

   MARTHA's PRESENTATION on personalized systems of instruction.

Read
G&W pp. 226-269
Mck ch 10&11
-Think about other instructional means you could use for your unit on culture
-"Awareness exercises" on culture will be presented by me
-The video"Islam, the Veil and the Future" will be discussed

Nov. 4

1. What is a teaching unit?
2. Which are the components of a teaching unit?
3. Which resource materials are available to build a teaching unit?

Read
G&W ch 12
Written Assignment to be shared with class and turned in to me. The written assignment will be returned to you as soon as possible so that you can complete, on your own, the unit on culture
Description of Assignment
1. write instructional objectives for your unit on culture
2. describe how you propose to go about teaching ONE of these. Which variety of instructional methods will be used?

(In choosing the objective, do not choose one that involves memorization only)

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Nov 11

In this session, we may catch up with whichever we have not finished in preceding sessions, or we may have a guest speaker on the multi-cultural class-room, or oral presentation by Becky, Lorie, Pat, or any combination of these.

EVALUATING ACHIEVEMENT OF COURSE GOALS AND OBJECTIVES

Nov. 18

I will lecture on the following:	Read
1. What are the purposes of testing?	G&W ch 13
2. How frequently should we give tests?	Mck ch 16, 17
3. HOW DO WE CONSTRUCT A TEST?	
4. How do we analyze our tests?	Work on your units
5. How do we grade and return tests?	

JERRYANN's presentation on test-anxiety

EVALUATING OUR PERFORMANCE AS TEACHERS

Dec. 2

1. What is the purpose(s) of evaluations, and different t,pes of them?	Read G&W ch 14
2. When should students' evaluations be given?	Mck ch 26, 27

LINDA's innovative teaching tips

THE ROLE OF TEACHING FELLOWS

Dec. 9

1. Which built-in strains are part of the Teaching Fellow role?

2. What are common problems that T.F. experience?

3. Which type of teachers would we want to be?

4. Putting it all together, what is EFFECTIVE teaching?

5. Drawing our ideal and real teaching self

Your written work (syllabus and the two teaching units) is due between Dec. 9 and Dec. 13. This would allow me to read and return your work to you on the day of the final.

Please make TWO copies of 1) your two teaching units, 2) finished syllabus with rationale. Give both copies to me. One copy I will keep and the other will be returned to you with my comments.

AFTER your final, I will try either to talk to each one of you personally or write a letter to you in which I will give you specific feed-back on your total work for 5353.

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Kiyo Morimoto
July 1976

A PARADIGM ON ASSUMPTIONS ABOUT TRUTH

ASSUMPTION ABOUT TRUTH	INTERPERSONAL CONTEXT CREATED FOR THE LEARNER	YEARNINGS AND HOPES GENERATED IN THE LEARNER	FOCUS OF ATTENTION AND EFFORT IN THE LEARNER	WHAT IS LEARNED	QUALITIES AND FEELINGS CONFIRMED IN THE LEARNER	INTERPERSONAL LEVERAGE IN RESPONSE TO RESISTANCE
The Truth (assumes an end point)	conformity repressiveness coercion	to belong to be included	rote learning memorization performance quantity or accumulation	to be obedient to be dutiful	limits weakness failure inadequacy hypocrisy closure safety	duality right/wrong good/bad guilt to forgive to postpone to become moralisti to exclude
my truth (you have your truth and I have my truth)	competition doubts ambivalence	to have power to control	knowing better facts having more interesting information having more "special" experiences	to be certain to be the best to be strong to be tough	egocentricity aggressiveness hostility possessiveness impatience	multiplicity hierarchy strong weak to discredit to shame to destroy
my sense of truth (each person has his/her sense of truth) (assumes growth and expansion with new knowledge and experience)	sharing searching groping trust in the process of emergence of meaning	to grow to learn to change	listening understanding self and others generativity and clarification integration	to be open to be tentative to accept ambivalence to accept and to respect one's own and others' complexity and limits to choose and to act on or in spite of inadequate data	trust in one's capacity to make sense curiosity empathy discovery excitement personal integrity legitimacy of thoughts and feelings	relativism to engage to recognize and to confirm sense in context or frame of reference to declare one's position, perspective and feelings

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PREPARING A TEACHING UNIT

HOW LONG SHOULD IT BE?

When preparing a teaching unit, you should establish first how much class time you will devote to the topic covered in the unit. In actual teaching, the time devoted to a unit of content depends on the nature of the course being taught, the importance you give to the topic in the overall organization of your course, the extent of your students' class participation, interest and familiarity with the information covered in the unit. The latter things are mostly unknown to you as you are preparing units for a course, but you still need to have some idea of how much time you will spend on a teaching unit.

The time-frame to be used in writing the units for this course may range from a minimum of 3 class hours to a maximum of 9 hours.

WHAT SHOULD BE INCLUDED IN A TEACHING UNIT?

1. Statement of Goals. State first your overall goals in teaching the unit: these goals are related to the goals of your entire course and to the specific objectives you set for students' learning of materials included in your unit. For example, in a teaching unit on culture, one overall goal could be to make students more aware of how cultural forces shape our behavior. Or, another goal could be to decrease our ethnocentrism when evaluating cultural differences.

2. Statement of Instructional Objectives. State the instructional objectives in separate sentences. Each sentence represents one instructional objective. Please note that these objectives are usually pitched at different levels of cognitive/affective skills.

3. Instructional Plan. This consists of HOW you propose to go about in order to reach your goals and in order to facilitate students' learning. Your plan will include a) lecture notes, b) a description of instructional techniques other than lectures and c) reference to students' reading assignments.

a. Lecture notes. You will provide lecture notes and the outline you will use in delivering the lecture. The notes are written in a sentence form. Please use conversational language in writing these notes. Avoid too much jargon or technical language. Note also that your notes can be broken down into mini-lecture notes. They are not meant to be the script for an uninterrupted monologue on your part. Lecture notes also include examples you will use to illustrate a point.

b. Discussion, audio-visual, exercises, role playing, etc. are other instruction technique you might use. You need to describe which ones you are planning to use. If you are planning to use discussion, then include a list of discussion questions. If you are planning to use a movie, then give name of movie and describe which points the movie is meant to illustrate; if you are planning to use a game, describe the game, and so on.

c. Reference to assigned reading materials. Just provide references to textbook or any other reading materials the students are supposed to read.

4. Study Questions. Provide a list of study questions concerning the unit so that a) your students can use them in preparing for a test and b) you can use them as your outline for test construction.

5. Test. Include a test that covers the material represented in the unit. Please watch out for correspondence between test-items and your goals and objectives.

ANYTHING ELSE?

1. Building a teaching unit takes time. Do budget your time carefully.
2. Use a variety of resources in preparing your teaching unit.
3. Make two copies of your teaching unit. I will keep one.

Sociology 5353

MID-TERM EVALUATION

It is that time in the semester in which an evaluation of this seminar is needed. I would appreciate if you would TYPE your evaluation in order to insure complete anonymity. Please feel free to express your views openly. THANK YOU.

I. Evaluate and offer specific suggestions for improvement or change in each of the following areas:

1. Organization of this seminar
2. Reading assignments
3. Amount and type of work you are asked to do for this course.
4. Peers' class presentation, so far
5. Fellow students' class participation
6. Our use of class time
7. My performance in class
8. My performance/accessibility outside the classroom.

II. Describe how you FEEL as a result of being in this seminar

1. Usefulness or not of your learning experience
2. Areas of satisfaction and dissatisfaction
3. Any other feelings that help or hinder the quality of your learning experience

III. Suggest any improvement or change that can make your experience in this seminar more useful and personally rewarding to YOU.

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Social Ecology 260

Cary W. Evans
424 Computer Science
6895, 5574 (message)

Seminar on Teaching

The earliest known form of the word education are the Chinese characters for self with the character for wings written immediately above it. Education - to have the self soar.

Let us begin with a fundamental question - can one learn to teach? If we respond in the affirmative, two issues immediately arise - one, is teaching a craft or a science and second, what are the manifestations of its form(s) in content?

This seminar is an experiment. Its purpose is to address the questions raised above. Three heuristics will be used to explore teaching as a professional activity.

Heuristic One Each of us as a teacher is to define one, important teaching technique/skill in a succinct manner. Then we are to impliment that technique in our own classes and monitor our progress throughout the quarter.

Two methods are to be used in working on this initial heuristic:

1. Identify and observe a distinguished teacher during the first week of the quarter.
2. Read and discuss Handout I that portrays examples of skill/technique statements. Various specific techniques will also be discussed throughout the class, especially in response to heuristic two.

Heuristic Two Obtain a video recording of yourself teaching. As a class we will learn how to analyze and constructively critique one another as a teacher. This activity will capture most of our in-class time.

Heuristic Three Reading and discussion of some topical issues as outlined below. Note: There are very few readings, their purpose is to stimulate thinking about one's self as a teacher.

Week One Overview

What are some of the major issues and concerns of teaching, specifically of being a TA?

Change Magazine Press. How to succeed as a new teacher. 1978.

Morrow, R. What every TA should know

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Week Two Philosophy

What are the goals of teaching, what models of human do we incorporate into our practice of professional communication?

Fromm, E. Foreward to Summerhill by A. S. Neil. NY: Hart, 1960.

Pelletier, W. Childhood in an Indian village. New England Free Press, 1964.

Week Three The Presentation of Self in Teaching

What roles do we convey as instructors? What do we want our relationship to students to be? Is one true path necessary, or can learners tolerate mixed messages?

Adelson, J. The teacher as a model. In N. Sanford (Ed.), The American College. NY: Wiley, 1962.

Tom, A. Teaching as a moral craft. Curriculum Inquiry, 1980, 10, 317-323.

Chapter 21 Personalizing education. McKeachie, W. Teaching Tips.

Week Four Some Basic Skills

How should a lecture be organized? What can I do besides just standing there and talking? What are the strengths and weaknesses of lecturing?

Office of Instructional Resources, University of Illirois Urbana-Champaign. Improving your lecturing.

McKeachie, W. Teaching tips. Chapter 5, Lecturing.

Weeks Five and Six

How can I get students involved in an active, informative discussion? Can lecture and discussion be mixed?

McKeachie, W. Teaching tips. Chapter 5, Organizing effective discussion.

Handout II Discussion Techniques

Week Seven Evaluation and Learning Tools

Regardless of actual grading criteria, various techniques such as exams and papers are used to provide students feedback on what they have learned. Here we will discuss two traditional approaches, papers and exams.

McKeachie, W. Teaching tips. Chapter 12, Term papers; Chapter 13, Examinations.

Instructional Development Services, University of California, Irvine. Improving your test questions.

Week Eight Grading

Do we have to have it? How can I be fair? What are some alternatives to traditional approaches?

McKeachie, W. Teaching tips. Chapter 14, The a,b,c's of assigning grades.

Kirschenbaum, H. et al. Wad-Ja-Get? NY: Hart, 1971. Skim the book but read carefully Appendix B.

Office of Instructional resources, University of Illinois Urbana-Champaign. Grading policy and practice.

Week Nine Teaching Evaluation

What kinds of feedback can I get on my teaching? Are students' evaluations accurate, helpful, important?

University of California Task Force on Teaching Evaluation. Skim pp. 1-32; Read 33-44.

McKeachie, W. Student ratings of faculty: A reprise. Academic 1979, 62, 384-397. (pp. 52-65 in U.C. Task Force on Teaching)

Handout III Some Alternative Questions for Student Evaluations

Week Ten Reflections--Is Hindsight Really 20:20?

James, W. On a certain blindness in human beings. Harvard University Lecture, 1892.

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SOCIOLOGY 546
TEACHING AND LEARNING SOCIOLOGIAL CONCEPTS

Spring, 1982
Tues., Thurs., 11 a.m.
Graham 303
University of North Carolina at Greensboro

Instructor: Lindsay
Office: Graham 329
Telephone: 379-5256
Home Tel.: 929-5817

> You say I was an unschoolable boy at a bad school. But what is an unschoolable boy? I was greedy for knowledge, and interested in everything...I was probably the most teachable boy in Ireland; and if school taught me nothing except that school is a prison and not a place of teaching, the conclusion is that pedagogy is not yet a science...
>
> George Bernard Shaw

> I argue that the sociologist is peculiarly schizzy . . . . . In our research we celebrate reason. But in teaching, we act persistently on faith . . . . ."
>
> Everett K. Wilson

> ". . . If the art of the educator is made up, above all, of instincts and almost instinctive practices, it nonetheless cannot do without intelligence . . . . The only way to prevent education from falling under the yoke of habit and from degenerating into mechanical and immutable automatism is to keep it constantly adaptable by reflection. When the educator takes account of the methods that he employs, of their reason for being, he is in a position to judge them and thus he keeps himself ready to modify them . . . . Reflection is the force par excellence antagonistic to routine, and routine is the obstacle to necessary progress."
>
> Emile Durkheim

I. Purpose of the Course

This course is intended to enhance development of students' teaching competence as well as to help maintain the quality of instruction offered in this department. More broadly, this course is an expression of concern within the discipline of sociology to improve the quality of undergraduate instruction.

The emphasis of the course is on practical application. Students develop their own sets of general and specific objectives for courses in introductory sociology and social problems. They develop their own course syllabi and outlines, select books and other teaching resources, and learn use and availability of audiovisuals, computers, and other techniques. They develop specific test questions for evaluation of student learning, as well as forms for student evaluation of teaching effectiveness. At the same time, the students are encouraged to reflect on the substantive sociological content selected for their courses and research on training. All of these objectives are facilitated by use of materials disseminated by the Teaching Project of the American Sociological Association.

Benefits of the course to enrolled students should include:

1. Preparation for more effective teaching both within this department and beyond.

2. An improved bargaining position when being considered for positions by potential employers.

3. (Given the focus on developing an introductory sociology course) an overview of the discipline that may be helpful in preparing for comprehensive exams.

II. Course procedures

This course is structured as a seminar with reading, discussion, written reports, and class presentation on goals, methods, and evaluation. The emphasis is on developing specific objectives, syllabi, and resource materials for two courses, one of which may be taught in this department in a subsequent semester.

The course is modeled on similar courses in other sociology departments. Syllabi of many of these as well as other materials, are made available through the American Sociological Association Teaching Project. This course also incorporates a number of helpful suggestions from graduate students previously enrolled.

III. Course requirements

There are a number of specific written and oral assignments during the Fall seminar, as indicated below. These include preliminary written statements of objectives and methods, several class demonstrations of teaching methods, and the final written products, complete syllabi and lesson plans for two courses. Since beginning instructors usually teach introductory sociology or social problems (or "American Society"), these ordinarily will be the courses prepared.

In addition to the assignments listed below, each class member will give three lectures during the semester, to be attended and evaluated by the instructor and other members of the class. Whenever possible these will be arranged before "live" classes. At least one will be videotaped.

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IV. Schedule of topics and assignments

The following schedule may be revised to meet specific needs and concerns of students and instructor.

I. DEVELOPING GOALS FOR TEACHING AND LEARNING SOCIOLOGY

January 14 — Introduction to Sociology 646. What are the goals of this course? How will we try to achieve them? Teaching in colleges and universities: some insights from sociological study of higher education.

January 19 — What is the state of the art of sociology teaching? Can there be a scientific basis for the art of teaching? Can teaching and research be reconciled?
Read: Goldsmid and Wilson, ch. 1-2

January 21 — What is learning? What is teaching? What are some field-related goals of teaching sociology?
Read: Goldsmid and Wilson, ch. 3-4

January 26 — What are some goals of sociology teaching shared with other academic disciplines?
Read: Goldsmid and Wilson, ch. 5-6

January 28 — What set of goals shall I adopt for my introductory sociology course?
Read: Pratto, "Procedures for Finding Out What Introductory Sociology Should Be About"
UNC-G Sociology Dept., "Minimal Essential Learnings for Introductory Sociology"
Write a set of objectives for your own introductory sociology course.

February 2 — What set of goals shall I adopt for my social problems course? What are some of the problems of defining social problems? Before doing the reading, make a list of 8-10 major social problems. Then read: Tallman and McGee, "Definition of A Social Problem." Chapter 2 in Smigel, Handbook on the Study of Social Problems. Which of your initial list of social problems fit Tallman and McGee's definition? Write a set of objectives for your own course in social problems.

II. ORGANIZING LEARNING EXPERIENCES TO REACH YOUR GOALS

February 4 — What are some important constraints placed on teaching by its social context? What are some common problems of sociology instruction?
Read: Goldsmid and Wilson, ch. 7-8

February 9 — What varieties of course formats have been used in introductory sociology? Skim Davis, et.al., section 1. Choose 3 articles to read carefully and report on to the class.

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February 16 — What varieties of course formats have been used in social problems courses? Skim Davis et.al., section 3. Choose 3 articles, from among those dealing specifically with social problems courses, to read and report on to the class.

February 18 — What is the purpose of a course syllabus? What criteria can be used for choosing texts and other reading material?
Read: Goldsmid and Wilson: ch. 9
Begin skimming introductory sociology and social problems texts in order to choose 3 of each to review for subsequent classes.

February 23 — What text and/or other reading materials shall I choose for my introductory sociology course? Carefully review three introductory sociology texts. List the strengths and weaknesses of each; list the criteria for your choice of a text; plan to report to the class.

February 25 — What text and/or other reading materials shall I choose for my social problems course? Carefully review three social problems texts. List the strengths and weaknesses of each; list the criteria for your choice of a text; plan to report to the class.

March 2 — What are the ingredients of effective lectures and discussions? What is the "Personalized System of Instruction (PSI)"?
Read: Goldsmid and Wilson, ch. 10

March 4 — Effective discussion (continued). Write two detailed discussion plans for use in either your introductory sociology and/or social problems course.

SPRING VACATION

MARCH 16 — How can computers be used in teaching? Read 3 articles from Davis, et al., section 3, on using computers in teaching. Class period will include hands-on computer experience.

March 18 — Computers in teaching (continued)
Spend some time before class working at a computer terminal developing or trying out computer assisted instructional materials. Prepare to report your experiences and findings to the class.

March 23 — How can examples and audiovisual aids be used effectively in teaching sociology?
Read: Goldsmid and Wilson, Ch. 11

March 25 — Audiovisual aids (continued).
Read UNC-C Film Catalog and other catalogues of audiovisual aids. Design and produce a transparency for use with overhead projector; plan to present it to the class. Prepare to review for the class at least 3 films (film you should have seen or read about) and tell how they would be useful for teaching sociology. Class period will be spent demonstrating and practicing use of audiovisual equipment and resources available.

March 30 — What teaching devices are available for teaching basic sociological concepts and research methods? Choose 1 article from Davis et al., section 5 to read and report on to the class. Skim Geertsen, et al., Eighty-one Techniques for Teaching Sociological Concepts. Choose 2 of these to demonstrate or explain to the class. (This is among the resources in Sociology Dept. office).

April 1 — How can simulation and games be used in teaching sociology? Read two articles or one book on simulation and gaming from among those listed in Davis et al., section 7. Turn in brief notes on your reading. Class will participate in a simulation game being used today in another class.

April 6 — What does research tell us about the effectiveness of various teaching techniques?
Read: Goldsmid and Wilson, ch. 12

III. EVALUATING LEARNING AND TEACHING

April 8 — What are the purposes of testing? Of grading? What are the advantages and disadvantages of different types of tests? Read: Goldsmid and Wilson, ch. 13. Waller, The Sociology of Teaching, ch. 21 (p. 355-372) (on reserve). Write and bring to class three multiple choice questions, each of which tests for a different level of learning, using Bloom's classification (Goldsmid and Wilson, p. 303).

April 13 — How can the teacher's effectiveness be evaluated? Read: Goldsmid and Wilson, ch. 14 and afterward read the teaching evaluation forms used in this Department and come to class prepared to discuss their strengths and weaknesses.

April 15 — (No Class - Southern Sociological Society Meetings)

April 20 — What special problems and opportunities are present in community college teaching? Read: Nancy Stein, "Just What is Sociology? The View from the Community Collete." Teaching Sociology 5, 1 (October, 1977): p. 15-36 (on reserve).

April 22, 27, and 29

These classes will be used for presentation of lectures, if this has not been possible at earlier times in other classes; special topics chosen by students or instructor; and tying up of loose ends.

May 4 — Final product due: Plans for two complete courses: One for introductory sociology and one for social problems (or "American Society"). These should include, for each course:
(1) A syllabus that would be given to students, including course objectives, assignments, schedules.
(2) A supplementary lesson plan for your own use as instructor, giving detailed plans for lectures, discussions, and other teaching techniques.

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V. RESOURCES

A. Please purchase at campus bookstore:

Goldsmid, Charles A. and Everett K. Wilson. Passing on Sociology: The Teaching of a Discipline. Belmont, Calif.: Wadsworth, 1980.

Davis, Ethelyn C., Charles A. Goldsmid, Wilhelmina Petty (eds.), Teaching Sociology: An Annotated Bibliography. Washington: American Sociological Association, third edition, 1979.

B. On reserve for this course at Jackson Library:

Stein, Nancy W."'Just What is Sociology?' The View from the Community College." Teaching Sociology 5, 1 (October, 1977): 45-36.

Waller, Willard, The Sociology of Teaching. New York: John Wiley, 1932.

C. Available on the resource shelf in Sociology Department Office.

The Sociology Department at UNC-G has purchased the complete set of materials made available through the Teaching Project of the American Sociological Association. These are available on this resource shelf. As new titles are added, these will be ordered.

The following is a partial list of these materails from ASA especially relevant for this course, as well as additional materials for assignments which have also been placed on this shelf.

American Sociological Association. Introductory Sociology: A Set of Syllabi. Washington: American Sociological Association, 1977.

Baker, Paul J. and Everett K. Wilson (eds.): KAKN: Knowledge Available and Knowledge Needed to Improve Instruction in Sociology. Washington: American Sociological Association, 1979.

Center for Teaching Effectiveness, University of Texas at Austin, "Interpersonal Communications Skills".

Change Magazine, "Approaches to Undergraduate Teaching in Sociology"

Change Magazine, "Report on Teaching # 4" Evaluation Forms - for student evaluation of teaching effectiveness.

Geertsen, Reed, Richard A. Sundeen, Pat Allen, Emily Gunning (eds.), Eighty-One Techniques for Teaching Sociological Concepts. American Sociological Association, 1979.

Instructional Resources Center, UNC-C, Film Catalogue

Middleton, Russell, "Handbook for Teaching Assistants on the Construction and Grading of Examinations in Sociology".

Pratto, David J. Procedures for Finding Out What Introductory Sociology Should be About. Paper presented at North Carolina Sociological [illegible] Raleigh, N.C., March 25, 1977.

Sociology Department, UNC-Greensboro. Minimal Essential Learnings for Introductory Sociology, 1971.

Weston, Louise C., (ed.). Social Problems Courses: A Set of Syllabi and Related Materials. Washington: American Sociological Association, 1979.

Wilbert J. McKeachie, Teaching Tips: A Guidebook for the Beginning College Teacher. Lexington, Mass.: D.C. Heath. 7th. edition, 1978.

D. Available in Jackson Library

Bloom, Benjamin S. (ed.), Max D. Engelhart, Edward J. Furst, Walker H. Hill, David R. Krathwohl. Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook I (Cognitive Domain). New York: David McKay, 1956.

Coser, Lewis A. Masters of Sociological Thought: Ideas in Historical and Social Context. New York: Harcourt Brace Jovanovich, revised ed., 1977.

Eble, Kenneth E. The Craft of Teaching. San Francisco: Jossey-Bass, 1976.

Gage, N. L. The Scientific Basis of the Art of Teaching. New York: Teachers College Press, 1978.

Krathwohl, David R., Benjamin S. Bloom, Bertram B. Masia. Taxonomy of Educational Goals, Handbook II (Affective Domain). New York: David McKay, 1964.

Tallman, Irving and Reece McGee. "Definition of a Social Problem." In Erwin O. Smigel (ed.), Handbook on the Study of Social Problems. Chicago: Rand McNally, 1971.

Teaching Sociology, a quarterly journal.

Turner, Jonathan H. The Structure of Sociological Theory, Homewood, Ill.: Dorsey, 1978.

Wiseman, Jacqueline P. and Marcia S. Aron. Field Projects for Sociology Students. Cambridge, Mass.: Schenkman Publishing Co., 1970.

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PURDUE UNIVERSITY SCHOOL OF HUMANITIES, SOCIAL SCIENCE, AND EDUCATION

The Sociology Teaching Curriculum at Purdue

The sociology teaching curriculum at Purdue (formal instruction of graduate students in the theory, research, and techniques of teaching) consists of a three semester sequence of graduate-level courses taken for credit. The semesters are comprised of a closely-supervised practicum, a formal seminar, and a loosely supervised independent practicum teaching experience. Registration for all three is required of graduate students assigned for the first time as teaching assistants to Soc 100, the introductory course, and urged on all other graduate students in the department. The curriculum is open only to students in the Department of Sociology and Anthropology. Except for teaching assistants for the introductory course, students may register for the seminar semester only.

The first, practicum, semester consists of acting as a recitation session instructor for the introductory or social problems courses under the day-to-day supervision of the faculty member responsible for the course. Lesson plans for recitation sections are devised in collaboration with the supervising faculty member who has weekly meetings with the course staff and visits recitation class sessions. Video-taping of class sessions may also occur. The second semester consists of a formal seminar meeting four hours per week and devoted to the (principally sociological) literature on instruction. Topics include such matters as the invention of substantive and non-substantive goals for instruction and the measurement of their achievement, the strengths and weaknesses and uses of common instructional methods such as lecture, discussion, independent study, computer-assisted instruction, personalized systems of instruction, theories and techniques of teaching critical thinking, and so forth. (Syllabus available on request.) The end product of the seminar semester is a completed course syllabus for the course which the student undertakes to teach as an independent and only loosely supervised instructor in the third, subsequent, semester. This may be a separate division of introductory or social problems or a division of a more advanced course in the case of some more senior students. The curriculum is modeled on that invented by Everett K. Wilson at the University of North Carolina.

For further information, please write Professor Reece McGee, Department of Sociology and Anthropology, Purdue University, West Lafayette, Indiana 47907.

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
Winthrop E. Stone Hall
West Lafayette, Indiana 47907

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Soc. 591a

Seminar-practicum on Teaching Sociology

1980 - 81

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Department of Sociology-Anthropology
Purdue University
West Lafayette, IN 47907

Reece McGee

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I. An introductory note on 591A, its purpose and pattern

The Department of Sociology-Anthropology at Purdue instituted this course in 1979 to help first-time instructors improve their competence as teachers. To the extent that this is accomplished, the course also achieves three other goals affecting the student, the department, and the university: (1) we come closer to insuring that undergraduate students are competently and conscientiously taught; (2) we add something to the meaning of an advanced degree conferred by the department; (3) we strengthen the student's bargaining position when he or she seeks fulltime employment.

For the course itself, a central aim is to raise questions that might not otherwise come to mind, and to seek answers from experience, theory, and the expanding research literature. This entails tackling a range of issues many of which, despite their importance, go unrecognized by many sociology instructors. A subsidiary course aim is to demonstrate, and through demonstration to persuade the student in the course, or the casual academic onlooker, (1) that a body of substantive knowledge concerning teaching exists; (2) that it is possible for any academic to become an effective teacher through systematic analysis and application of that knowledge.

There is, however, no single road to effective instruction. Many means may serve to achieve a given instructional end. Hence another central aim of 591A is to help people seek out, or learn how to seek out, means of teaching with which they will feel comfortable and confident. The course, then, is the first step along the way to creating one's own style of teaching sociology, an evolving, self-correcting style.

The course has three parts, experience, preparation, and practice, and we devote a semester to each. In the first semester, the student experiences the classroom "from the other side of the podium" as a discussion or recitation leader in a section attached to a larger course taught by a senior faculty member. In the second semester, the student prepares for independent teaching by creating necessary course materials, by reading, thinking, and talking about common problems of instruction in sociology, and by considering various techniques, tools, and styles of teaching. In the third semester, the practicum occurs in actual, independent classroom experience with concurrent reflection on and appraisal of it.

II. Evaluation of student work in 591A

Among graduate courses that may be taken in our department, work in 591A differs in two ways. First, we fix not on the learning but on the teaching of sociology; second, your work is directly pertinent to an imminent professional task. But the course does not differ from other courses in the demands it makes for competent and conscientious performance.

That performance is assessed primarily by oral and written comment in response to oral and written work, particularly in the first and third semesters, when regular discussion between instructor and student will be scheduled. Additionally, at the end of the third semester, the instructor will prepare for each student in the course a to-whom-it-may-concern letter which will review for any reader the experiences that comprise 591A and give the instructor's judgement of the student's performance in the course and his or her promise as a sociology instructor. This judgement will be based on the discussions mentioned above, on observation of the student's teaching, on the written materials prepared for your course, and on analysis of your own students' teacher-evaluations. Such a judgement cannot, of course, be made with divine prescience . . . but it can be made on the basis of better evidence than that available at most other graduate departments of sociology in the United States.

The letter is primarily a communication to the student. If you wish, a copy of it may be put into your file in the graduate office where it will be available in the future to go to prospective employers or as a reference for faculty members here whom you ask to write letters of recommendation. Copies may, of course, be given to individual faculty members. You have the right to question any point or wording in the letter and suggest revisions which you think would increase its accuracy. If the instructor agrees, those changes will be made before the letter is filed. No other formal assessment of your teaching ability will be made unless you list the instructor as an evaluator or reference in job applications.

III. Detailed course outline, by class sessions, with assignments

Class sessions are held on Monday and Wednesday at 3:45. All students registered for the class, whether for credit or audit, are expected to attend all sessions. Assignments (indicated below) should be completed prior to the class session for which they are made, in most cases, the class will presume previous performance of the assignment. When an assignment calls for prior circulation of material, this should occur at least 24 hours in advance of the class to give members time to digest. Reading assignments are usually best done before other kinds of tasks that may also be assigned, (i.e., if you are asked to both read and write, you will usually have to do the reading first). In addition to attending the seminar, you are also expected to participate; it is not a lecture class and the quality of your individual contributions will determine the quality of the course.

A. Introduction

January 12

Problem: what ends are to be served by 591a? How are they to be achieved? How and why do sociologists (like yourselves) come to teach?

Assignment: read and reflect upon this syllabus. Skim for initial familiarity McKeachie and Goldsmid & Wilson. Read McKeachie ch 1, G & W chs 1-3.

Attend the first class meeting (10:30 or 2:30) of Soc. 100: take notes on class process; what is McGee doing? How are the students responding? Save these notes.

January 14

Problem: a case in point. From observing a class in action, what can we infer about course goals and the means used to achieve them? What practices do these observations reveal that might be related to teaching effectiveness?

Assignment: Read McKeachie ch 3, G & W pp 160 - 164. Elaborate the notes you took at the first class meeting of Soc. 100 to a statement of ends and means, and strong and weak points of instruction in that session. Be prepared to present and discuss your observations.

January 19

Problem: how does one plan a course, develop an adequate syllabus? How to take account of matters suggested by our (this) course outline?

Assignment: Read: McK 2, G & W, 9. Review 8-10 syllabi from the departmental syllabi folio in the course file, noting what you consider to be points of adequacy or inadequacy. Block out a dummy version of the syllabus for the course you will teach next fall. Include all categories of information you think will be helpful to your students including a prefatory statement of purpose and importance. This draft is to be handed in at the end of this class session, final version due April 29.

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B. Goals of Instruction

January 21

Problem: what goals do you have for your course that transcend its specific content? (I.e., non-substantive goals that do not reflect a specifically sociological content or skill, e.g., "critical thinking.")

Assignment: Read Cuzzort & King, 1980, pp 223-28; G & W 5&6; Bloom 1956, and Kratwohl 1964. Review UNC "Minimal Essential Learnings" to identify non-substantive goals therein. Prepare and circulate in advance to me and all seminar members a statement of non-substantive objectives for the class you will teach and the rationale for those objectives. State them in clear and concrete terms. Select one of them and show (a) how you might teach to achieve it, and, (b) how you would determine whether it had been achieved.

January 26

Problem: what learning goals do you have for students in your course that are peculiar to its sociological content, i.e, substantive goals reflecting a specific sociological skill or content, e.g., understanding a concept such as relative deprivation?

Assignment: Read G&W 4; Wells 1979. Prepare and circulate in advance to me and all seminar members a statement of the substanive (purely sociological) objectives of the course you will teach, along with an illustration of (a) the way in which you will teach to achieve one of them, (b) how you will know if you succeeded in doing it.

C. Teaching to Reach Objectified Goals

January 28

Problem: what general position(s) do you take on the question: How is sociology best taught? What is your rationale for your position(s)?

Assignment: Read G&W 7,8, 12; McK 6, Wilson et al 1969; re-read UNC "Minimal Essential Learnings". Think through and be prepared to argue the issues raised in Wilson et al and the concept of minimal learnings in general and the UNC set in particular.

February 2

Problem: what text, if any, shall you select for your course? What other materials and resources shall you use? Why? What criteria should you use in making such selections?

Assignment: Re-read quickly G&W pp 185 ff. Read McK pp 191-194, 7-9 Ch 7, read Geertsen 1977, Jones 1975, Lena and London 1979, Rothman 1971 and Van Valey 1975. Review the reviews of two or three texts in Teaching Sociology and in a brief written statement assess their strengths and weaknesses as described. Summarize with a series of words or phrases the advantages and disadvantages of using a text or texts in contrast to a list of selected readings. In a few sentences state general criteria that would guide you in selecting a text or other materials or resources for your course. Be prepared to defend those opinions.

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February 4

Problem: How might various instructional goals better be achieved by means other than the conventional lecture-discussion format?

Assignment: Read G&W 10; McK 4, 5, 8, 13, 14; Drabek et al 1978. Go through all issues of Teaching Sociology back to 1:1 to find a new or unconventional teaching method or technique that appeals to you and which you might wish to try in your course. Critique it: what are its advantages, disadvantages? How could you use or adapt it to your own course? Why is this superior to conventional methods, or what is it superior for?

February 9

Problem: What is programmed learning, self-paced instruction, PSI, Keller plan? What are the advantages and disadvantages of this genre of instruction and how has it worked out thus far in sociology?

Assignment: Read G&W ch 10 pp 226 ff; McK 10, 11, 15; skim Eckerman 1973; Green 1971; Johnston and Pennypacker 1971; Keller 1968 and the following from Teaching Sociology: selections of your choice from 3:2 Jan '76 and 4:2 Jan '77; Johnson & Walsh, 5:4 July '78; Lavin, 7:2 '80; Bassis & Allen, 3:2 '76.

February 11

Problem: What are the theories and techniques of teaching critical thinking? What do you want your students to learn about methods of inquiry and how can you get across or reinforce methodological skills essential at this level of learning? General: how do we help students to sharpen their abilities to pose and pursue questions effectively?

Assignment: Read G&W 5; Baker & Jones 1973; re-read Drabek et al 1978, read G&W 1973, typed, n.d; Goldsmid 1972, Logan 1976. Find or invent an application you might wish to use in class and be prepared to demonstrate it to the seminar.

February 16

Problem: How do we bring sociology to bear on the problems of contemporary society in a helpful and intellectually responsible manner? What is sociology's responsibility for social problem solution? Your responsibility as a sociology teacher?

Assignment: Read G&W 8, G&W typed 9/28/73 skim Nisbet 1971. Think about these issues. Take notes(to be handed in) on your thinking. Be prepared to argue a coherent position.

February 18

Problem: What makes for adequate (and inadequate) instruction in extra-class dealings with students? (comments made on papers, office conferences, field work, and the like)

Assignment: Read McK 18, 19; Goldsmid "Common Gaffs" n.d.; Townsend 1973.

February 23

Problem: What are the conditions, outcomes, and techniques associated with different teaching patterns? (lectures, discussion seminar, etc.) Does it make a difference what teaching style you adopt? What's the evidence?

Assignment: Read G&W 10, 12, re-read McK pp 26-34, 50-61, 83-85, 87-91, 103 119, 253-54; read Dubin & Taveggia 1968; McGee 1974 and McGee "Practical Problems" 1980. Prepare notes regarding the main points you would make if reviewing Dubin & Taveggia for ASR.

February 25

Problem: (problem of 2/23 continued)

Assignment: For one of the class hours you will teach next term, (a) outline a lecture indicating the material, illustrations, data, etc., you would use to develop or elaborate the two or three main points, and, (b) plan a class discussion indicating the question(s) you would pose, the points likely to emerge, and how you will summarize or tie together at the end of it.

March 2

Problem: What problems are peculiar to the first class meeting of a term, and, perhaps, the middle classes of a term, and the last class meeting? What are some possible solutions? What can be done to overcome student apathy or passivity?

Assignment: Read G&W pp. 159 ff; McK 3; Leming 1979. Think through the issues raised. Review the notes you took on the first class meeting of Soc. 100. What is your reaction now to what you noted then?

March 4

Problem: What is the range of audio-visual resources available on campus? How can they be exploited in service of your class goals?

Assignment: Read G&W 251-69; McK 12. With the seminar, visit the A-V center and reflect upon what we learn there. Select a table or some other graphic you will want to use in your own class and find out how to make a transparency out of it, and how to make ditto photo-reproductions of written material.

March 16

Problem: How can the computer be of help in achieving the goals in your course?

Assignment: Read G&W 12; McK 104-11. Attend the presentation prepared for us by SRI. Spend some time this week playing with the program to get the feel of how interactive computer instruction works and is experienced by the student.

March 18

Problem: What's the range of student populations? How do differences in student population affect the teaching process?

Assignment: McK. 23, 24.

D. Evaluating the Achievement of Course Goals

March 23 — Problem: What are the purposes of testing? Are they compatible? What are the advantages and disadvantages of different modes of examination? How shall you grade?

Assignment: Read G&W 13; McK 16, 17, 20:211-13; Goldsmid & Wilson 10/24/72 and Wilson 1974.

March 25 — Problem: What specific examination items, of what sort, can you employ in quizzes, mid-term, and final examinations to get some sense of the degree of students achievement of course goals?

Assignment: Prepare at least three of each of the following for later use in your own course: (a) items to be used in a quiz for teaching rather than grading purposes; (b) multiple-choice items; (c) short-answer fill-in-the-blank items; (d) essay questions that would be useful on mid-term or final exams.

March 30 — Problem: What's the point of assessing your effectiveness as a teacher? Can it be done effectively and with validity? If so, how? And how should such evaluations be used?

Assignment: Read G&W 14; McK 26, 27; Crittenden et al 1974, Frey 1973; Gessner 1973, and Rodin & Rodin 1972. What are the issues involved? Be prepared to discuss.

April 1 — Open date

E. Overview of the Social Structure of American Higher Education - A Practical Introduction to the Academic Institution

April 6 — Problem: What are the varieties of academic institution? What's the range of variation out there?

Assignment: Read Caplow & McGee 1965, pp. 1 - 15, 23-24, 91-92; Smelzer & Content 1980 pp. 1-4; skim Clark 1960; Greeley 1967; McGee 1971: 153-155; Riesman 1958.

April 8 — Problem: How are academic institutions governed? Who has what powers and how are they exercised?

Assignment: Read McGee 1971, pp. 12-32; Wilson 1979, pp. 81-121, chs. 4 & 5; Caplow & McGee 1965, pp. 165-178; DeFleur 1970.

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April 13 — Problem: What is the role of the academic administrator? How does the institution appear to him or her? What problems do administrators in general face and which are peculiar to specific administrative roles? Today: The Dean.

Assignment: Attend the next class meetings prepared to listen, ask questions, take notes, and ponder on how your role as a teacher will interconnect with and be affected by the subjects discussed. Leave nothing you truly want to understand unasked; it will likely be a long time before you have this kind of access to a Dean and President again.

April 15 — (problem and assignment of 4/13 continued)
Today: The Department Head or Chair

April 20 — Problem: What is a normal academic career pattern? What course can you expect your own career to follow and what are the normal problems and crises you should expect to encounter?

Assignment: Re-read Caplow & McGee 1965, ch. 3, 4; McGee 1971, pp. 32-50, 57-102; and Wilson 1979, chs. 2, 3, 6.

April 22 — Problem: How does one go about finding an academic job? How can you prepare ahead of time for the job search? What is the present nature of the academic labor market?

Assignment: Read lightly relevant sections in Caplow & McGee 1965, McGee 1971; Smelzer & Content 1980 and Wilson 1979, pp. 49-55.

April 27 — Problem: (problem and assignment of 4/13 continued)
Today: the President

April 29 — Problem: What's the practical reality of all this for you? Will you perish if you don't publish and, if so, how does one go about getting published? What role does the vitae play? Who to ask for professional recommendations, and so forth?

Assignment: Read the handouts ahead of time and be prepared to discuss them or other practical issues you may have wondered about.

IV. References

Complete citations for all readings required by this syllabus are listed alphabetically below. The parenthetical letter entered at the end of the reference indicates the location of the material on this campus according to the following code: (f) file: the material is in the Soc 591a file maintained in room 355 for your use. Much (f) material consists of photocopied pages from other works stapled into manila folders. These folders have index tabs and are filed alphabetically. (r) reserve: the material is on reserve for the course in the main library reserve room. (o) office: the material is available on a special shelf in Gaye's office. It is my personal property and I wish to have it back when the term is over. Some material is available at more than one location: all issues of Teaching Sociology, for example, may be found in the periodical room of the library as well as (o).

Alexander W. Astin and Calvin B.T. Lee, "Current Practices in the Evaluation and Training of College Teachers," The Educational Record, Summer 1966, pp. 361-75. (f)

Paul J. Baker and Janet S. Jones, "Benign Disruption in the Classroom: A Case Study," Teaching Sociology: 7:1, October 1979. (f) (o)

Michael S. Bassis and Joyce P. Allen, "TIPS: Individualization and Economy for Mass Instruction," Teaching Sociology, 3:2, Jan. '76, pp. 185-190.

Benjamin S. Bloom, (ed.), Taxonomy of Educational Objectives: the Classification of Educational Goals, Handbook I: Cognitive Domain, David McKay, 1956, pp 201-07. (r) (f)

Theodore Caplow and Reece McGee, The Academic Marketplace, Anchor edition, Doubleday, 1965. (r) (o)

Burton R. Clark, The Open Door College, McGraw Hill 1960. (r) (o)

Kathleen Crittenden, James L. Norr and Robert K. LeBailly, "Size of University Classes and Student Evaluation of Teaching," typed, University of Illinois, Chicago Circle, December, 1974.

R. P. Cuzzort and Edith King, 20th Century Social Thought, 3rd ed., Holt, Rinehart & Winston, 1980, pp. 323-28. (f) (o)

Melvin DeFleur et al "The Departmental Chairmanship: An Analysis of a Changing Role," Pacific Sociological Review, 13:1, pp 5-18. (f)

Thomas E. Drabek et al, "The Query Analysis System: A New Tool for Increasing the Effectiveness of Library Utilization by Sociology Students," Teaching Sociology, 6:1, October 1978. (f) (o)

Robert Dubin and Thomas C. Taveggia, The Teaching-Learning Paradox, Center for the Advanced Study of Educational Administration, University of Oregon, 1968. (r) (o)

David A. Eckerman, "Course Plan for Tutorial Psychology 26," University of North Carolina, Fall 1973. typed. (f)

Peter W. Frey, "Student Ratings of Teaching: Validity of Several Factors," Science, 182, 10/5/73, pp. 83-85. (f)

Reed Geertsen, "The Textbook: An ACIDS Test," Teaching Sociology, 5:1, October 1977. (f) (o)

Charles A. Goldsmid, "Common and Avoidable Gaffs in Teaching " University of North Carolina, ditto, n.d. (f)

_____, "Critical Thinking: Generating it by Posing Questions," University of North Carolina, typed. 3/5/72 (f)

_____, "Comments and Suggestions Regarding the First Day of Classes," University of North Carolina, typed. 5/13/72 (f)

_____ and Everett K. Wilson, "On Sociology and Common Sense," University of North Carolina, typed. 9/28/73 (f)

_____, "A Condition of Critical Thinking: The Instructor as Benign Disruptor," University of North Carolina, typed. n.d. (f)

_____,"The Use of Grading Norms/Normal Curves, Etc.", University of North Carolina, typed. 10/24/72 (f)

_____, Passing on Sociology, Wadsworth, 1980. Required text.

Andrew M. Greeley, The Changing Catholic College, Aldine, 1967. (r) (o)

Ben A. Green, Jr., 'Physics Teaching by the Keller Plan at M.I.T.," American Journal of Physics, 38, July 1971, pp. 764-75. (f)

Peter K. Guessner, "Evaluation of Instruction," Science, 180, 5/11/73, pp. 566-69. (f)

Michael P. Johnson and Edward P. Walsh, 'Grade Inflation or Better Comprehension: Self-Scheduled Instruction in Introductory Sociology," Teaching Sociology, 5:4, July '78, pp. 363-76.

James M. Johnston and H.S. Pennypacker, "A Behavioral Approach to College Teaching," American Psychologist, 26, March 1971, pp. 219-44. (f)

Robert Alan Jones, "The Use of Literature in Teaching Introductory Sociology: A Case Study," Teaching Sociology, 2:2, April 1975. (f)

Fred S. Keller, "Goodby Teacher . . . " Journal of Applied Behavioral Analysis, Spring 1968, pp. 79-89. (f)

Frank Koen, "The Training of Graduate Student Teaching Assistants," Educational Record, 49, Spring 1968, pp. 92-102. (f)

David R. Kratwohl et al, Taxonomy of Educational Objectives: The Classification of Educational Goals: Handbook II: Affective Domain, David McKay, 1964, pp. 186-93. (r) (f)

Bebe F. Lavin, "Can Computer-Assisted Instruction Make A Difference: An Analysis of Who Benefits," Teaching Sociology, 7:2, Jan. '80, pp. 163-180.

Michael R. Leming, "Research Methods: The First Class," Teaching Sociology, 6:2, January 1979. (o) (f)

Hugh F. Lena and Bruce London, "An Introduction to Sociology Through Fiction: Using Kesey's One Flew Over the Cuckoo's Nest," Teaching Sociology, 6:2, January 1979. (o) (f)

Charles H. Logan, "Do Sociologists Teach Students to Think More Critically?" Teaching Sociology, 4:1, October 1976. (o) (f)

Reece McGee, Academic Janus, Jossey-Bass, 1971 (r) (o)

_____, "Practical Problems of Mass Instruction: A Personal Memorandum," mimeo, 1980. (f)

_____, "Does Teaching Make Any Difference? A Perplexed Essay," Teaching Sociology, 1, April 1974. (o) (f)

Wilbert J. McKeachie, Teaching Tips, A Guidebook for the Beginning College Teacher, 7th ed., D.C. Heath, 1978. Required text.

Robert Nisbet, The Degradation of the Academic Dogma, Basic Books, 1971. (r) (o)

Purdue University, assorted syllabi and course outlines, department of Sociology/Anthropology, 1980. (f)

David Riesman, Constraint and Variety in American Education, Anchor ed., Doubleday, 1958. (r) (o)

Miriam Rodin and Benton Rodin, "Student Evaluations of Teachers: Students Rate Most Highly Instructors from Whom They Learn Least," Science 177, 9/29/72, pp. 1164-66. (f)

Robert A. Rothman, "Textbooks and the Certification of Knowledge," The American Sociologist 6, May 1971, pp. 125-27. (f)

Neil Smelzer and Robin Content, The Changing Academic Labor Market, University of California Press, 1980. (r) (o)

R. C. Townsend, "The Possibilities of Field Work," College English 34:4, January 1973, pp. 481-99. (f)

BEST COPY AVAILABLE

University of North Carolina, "Evaluating Instructor Achievement of Course Goals: 6 Examples of Questionnaires Used," typed, n.d. (f)

_____, department of Sociology, "A First Statement of Minimal Essential Learnings for Soc. 51," ditto, 1978. (f)

Thomas Van Valey, "Methods or Not: An Examination of Introductory Texts," Teaching Sociology, 3:1, October 1975. (o) (f)

Everett K. Wilson, "Assessment -- for Teaching and Certification," University of North Carolina, typed, 1974. (f)

_____, et al, "On the Teaching of Undergraduate Sociology: A Decalogue," annual meeting, North Carolina Sociologists, 1969. typed. (f)

Logan Wilson, American Academics, Oxford, 1979. (r)

Books on Reserve - referenced and for your further inquiry

Jacques Barzun, The American University, Harper, 1968

Benjamin S. Bloom, et al, Taxonomy of Educational Objectives, McKay, 1956

Theodore Caplow & Reece McGee, The Academic Marketplace, Basic Books, 1958

Burton R. Clark, The Open Door College, McGraw, 1960

Ray P. Cuzzort & Edith King, Humanity and Modern Sociological Thought, 1e, HRW, 1969, 2e 1976. (3rd ed. is called "20th Century Social Thought," and the assigned reading is Mills on the broader meanings of sociology.)

Nicholas Demerath et al, Power, Presidents and Professors, Basic Books, 1967.

Kenneth E. Eble, Professors as Teachers, Jossey-Bass, 1972

Andrew M. Greeley, The Changing Catholic College, Aldine, 1967

C. H. Haskins, The Rise of Universities, Holt, 1923

Clark Kerr, The Uses of the University, Harvard, 1963

David R. Kratwohl et al, Taxonomy of Educational Objectives, McKay, 1964

Calvin B. T. Lee, Improving College Teaching, ACE, 1967

Theodore Newcomb & E.K. Wilson, College Peer Groups, Aldine, 1966

David Riesman, Constaint and Variety in American Education, Nebraska, 1951

Nevitt Sanford, The American College, Wiley, 1962

Neil J. Smelser and Robin Content, The Changing Academic Labor Market, California, 1980

Thorstein Veblen, The Higher Learning in America, Sagamore, 1957

Logan Wilson, The Academic Man, Oxford, 1942 and American Academics, Oxford, 1979

Additional Reading

Alan Wells, "Conflict Theory and Functionalism: Introductory Sociology Texts 1928-1976," Teaching Sociology, 6:4, July 1979

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Dr. Lawrence Clinton
Professor of Sociology
East Texas State University

Sociology 505
Seminar in Sociology
as a Profession
Thursday 1:30-4:30

GENERAL INFORMATION

A. Course content, goals, and format

The course will examine Sociology as a profession with major emphasis on the teaching role. In that context the course will focus on methods of teaching Sociology at the undergraduate level. Methods of teaching such as formal lecture, small group discussion, lecture-discussion, personalized systems of instruction, games and utilization of films, tapes, and filmstrips will be explored. Student's classroom performance will be viewed by the instructor and fellow students in order to assess the use of these various teaching techniques. Student's evaluation of your instruction will be administered at mid-term and at the end of the semester. Literature concerning methods of testing and grading will be reviewed.

The course will also review the responsibility of the college teacher. The emphasis will be on role strain, prevention of problems, and student-teacher relations.

The general goals of the course are:

*to develop your craftmanship as a teacher of Sociology

*to provide the student with an overview of Sociology as a profession, specifically the role of teacher

*to prepare the student for the college classroom

*to provide the student with knowledge of a variety of teaching methods/styles

*to provide the student with a variety of student evaluation techniques (tests, grades)

*to examine theories of learning

*to provide the student with feedback on their teaching

*to build a Sociology Teaching Toolbox for the future

The course is designed for majors in Sociology that are in the early stages of their teaching career. The class format will be lecture-discussion and discussion.

Each class will focus on two general areas, current concerns and future preparation. In that each of you are currently teaching, I will attempt to address issues that are of current concern in regard to your current courses at the same time we will examine issues, ideas, and material for the future, information that needs to be filed away. Therefore you are required to develop a Sociology Teaching Toolbox (a set of folders of various topics for your file drawer) for future reference. If teaching in a craft as Eble suggests, then we need a Toolbox for our tools.

B. OFFICE HOURS

Office hours are Monday, Wednesday and Friday from 9:00 a.m. to 11:00 a.m. If these particular hours are inconvenient, please contact me for a more convenient time. My office is in Ferguson Social Science 307. My office phone is 886-5326 or 886-5332. Please call or come by. We will have several consultation sessions this semester as part of this courses. If problems related to teaching occur, and you want to discuss them my door is open.

C. ATTENDANCE POLICY

The official attendance policy is stated on pages 23 and 30 of the General Catalog 1982-83. You are expected to prepared for each class meeting.

D. READING MATERIAL

Eble, Kenneth
1977 The Craft of Teaching
Washington, D. C. Jossey-Bass Publishers.

Goldsmid, Charles and Everett K. Wilson
1980 Passing on Sociology
Belmont, California. Wadsworth Publishing Company.

*selected articles from professional journals (Teaching Sociology)

Milton, Ohmer
1977 The Testing and Grading of Students
Change Magazine and Educational Change.

E. EVALUATION

Your final course grade will be based on two major exams (mid-semester and final, 60%), class performance (10%), teaching performance (10%), and Sociology Teaching Toolbox (20%).

Your Toolbox is your own creation. Such folder heading as Motivation, Enthusiasm, Team Teaching, ASA, Syllabi, Teacher's Assets, Course Goals, Evaluation of Teaching, Professional Organizations, The effect teacher and responsible teacher, Critical Thinking, Evaluating Student's Acheivements (Grades), Articles on teaching Introduction, Articles on teaching Social Problems, Careers in Sociology and Campus Support Services and Lecture Procedure would certainly be included.

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SCHEDULE

Class Period ONE

Discussion Topics:

1. Responsibilities of the College Teacher
2. Prevention of Problems in Teaching
3. Dual Roles: Assistant-Instructor and Graduate Student
4. Enthusiasm is the Key to the Classroom
5. The First Day of Class: Setting the Stage

   a. presentation of self
   b. introduction of student - several different ways - circle method
   c. syllabus - cover all aspects, grades, etc.
   d. student information sheets are useful and should be filed for future reference

Assignment: Read chapters 1 (The Current Context of Sociology Instruction: Where Do We Stand?), 2 (Dual Roles and Double Standards: How Can We Reconcile Them?), 3 (Our Persuasions), and 4 (Field-related Goals) in Passing on Sociology.

Class Period TWO

Discussion Topics:

1. Goals and Objectives of a Course
2. Teacher Qualities; Good and Bad
3. Making Classes Work

Assignment: Read the articles listed below and chapters 1 (The Author's Stance), 2 (The Mythology of Teaching), and 3 (Why the Classroom?) in The Craft of Teaching.

1. Liebert and Bayer, "Goals in Teaching Undergraduates: Professional Reproduction and Client-Centeredness", American Sociologists, 1975, Vol. 10 (November), 199-205.

2. Vaughan, "Identifying Course Goals", Teaching Sociology, 1986, Vol. 7, No. 3.

3. Lenski, "Rethinking the Introductory Course", Teaching Sociology, Vol. 10, No.2, January 1983, 153-168.

4. Grasha, "Getting Students Involved in the Classroom", (On Teaching Undergraduate Sociology, Newsletter).

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Class Period THREE

Discussion Topics:

1. The Teacher as a Decision Maker
2. The Lecture: How to do it!

   a. Introduction to the Lecture/Set Induction
   b. Retaining Student Attention Throughout the Lecture/Stimulus Variation
   c. Providing Reinforcement Through Planned Summarizing Procedures/Closure

3. Teaching Students to Think and to Solve Problems

Assignment: Read chapter 5 (The Lecture as Discourse) in The Craft of Teaching, chapter 5 (Goals Transcending Sociological Content: Critical Thinking) and 10 (Three Course Patterns) in Passing on Sociology.

Class Period FOUR

Discussion Topics:

1. Importance of visual Aids in the Classroom
2. Today we will tour the Communications Skills Center and The Educational Media and Technology Center (films, tapes, graphic arts, video tapes).

   We will examine the "mysteries" of threading the projector, making a trasparency, and ordering films.

Assignment: Review the current film and tape catalogs in the Media Center and the book Films for Sociology (Pennsylvania State University) and prepare a list of films or tapes that you are interested in for the future. Read chapter 11 (Vivifying the Class Session) in Passing on Sociology.

Class Period FIVE

Discussion Topics:

1. The Skills you need in Gaining and Extending Knowledge
2. Outside Influence on Teaching: The Texas Legislature
3. The Course Cycle: The Ups and Downs: Maintain the Ups

Assignment: Read chapters 6 (More Goals Transcending Sociological Content), 7 (Constraints on the Means), and 8 (Common Problems of Sociology Instruction) in Passing on Sociology.

Class Period SIX

Evaluation One: Bluebook required. The exam will cover Eble 1-5, Goldsmid and Wilson 1-8 and 10, and articles. Please turn in your Toolbox.

Assignment: Ask a fellow student to visit your classroom and fill out the Presentation Evaluation Form and administer the Student Comments form to your students. Please have the forms returned to me for analysis.

Class Period SEVEN

Discussion Topics:

1. Review of Evaluation One
2. Purpose of Evaluating Student Achievement

Assignment: Read chapters 11 (Tests), 12 (Grades), and 13 (Situations) in The Craft of Teaching, chapter 13 (Evaluating Student Achievement) in Passing on Sociology, and The Testing and Grading of Students.

NOTE: I will visit your classes this week and have your lecture videotaped by the Media Center for your viewing. Please let me know which day is best for you. I will use Presentation Evaluation Form for my notes and would like you to use the same form for your viewing of the video tape. Please set-up an appointment for consultation for next week so that we can discuss your teaching.

Class Period EIGHT

Discussion Topics:

1. Leading Class Discussions
2. The Importance of Student Advising
3. Personalized System of Instructions

Assignment: Read chapters 6 (Discussion), 7 (Seminars, Tutorials, and Advising), and 8 (Outside the Classroom) in The Craft of Teaching and chapters 10 (Three Course Patterns) and 12 (Research Findings on the Means we Use) in Passing on Sociology.

Class Period NINE

Discussion Topics:

1. Purpose of Student Evaluation of Teaching
2. Kinds of Student Evaluations

Assignment: Read chapter 14 (Evaluating Instructor Achievement) in Passing on Sociology and the material (Ideal System) on reserve in the Sociology Office.

Class Period TEN

Discussion Topics:

1. Current Classroom Concerns
2. Review of your questions from chapter 12
3. Learning Theories (Dr. Glenn Fournett, Professor of Psychology, will be out guest lecture.)

Assignment: Read chapter 12 (Research Findings on the Means We Use) in Passing on Sociology and state five questions for a study guide for this chapter using Bloom's Classification as a guide for different levels of questions.

Class Period ELEVEN

Evaluation Two: Bluebook required. The exam will cover Eble 6, 7, 8, 11, 12, 13, Goldsmid and Wilson 10, 12, 13 and 14 and articles. Please turn in your Toolbox.

Class Period TWELVE

Discussion Topics:

1. Teaching Support from the American Sociological Association.
2. Careers in Sociology: What do you tell your Students?

Assignment: Read the articles and handouts listed below.

1. Huber, Embarking Upon A Career With An Undergraduate Sociology Major, American Sociological Association, 1983.

2. Watts and Johnson, "Employability of Sociology Graduates In Texas: 1982", presented at Southwestern Sociological Association meeting, 1983.

3. Vaughan, "Career Information for Sociology Graduates", Teaching Sociology, 1979, Vol. 7, No. 1, 55-64.

4. American Sociological Association, Teaching Newsletter, Vol. 8, No. 1, February 1983.

5. Hedley and Adams, "The Job Market for a Bachelor Degree Holders: A Cumulation", The American Sociologists, 1982, Vol. 17 (August): 155-163.

Class Period THIRTEEN

NOTE: For the next several weeks, we will expand your Toolbox by reviewing a number of articles on teaching.

Discussion Topics:

1. Current Classroom Concerns
2. Articles

Assignment: Read the articles listed below and write a Research Note for each article. We will discuss each article.

1. Clinton, "Southern Heritage in Fact and Fiction: Team Teaching - Breaking Those Departmental Barriers", presented at American Sociological Association meeting, 1979.

2. Baker and Snodgrass, "Team Teaching a Sociology of Sex Roles Seminar", Teaching Sociology, 1979, Vol. 6, No. 3, 259-266.

3. Bredemeir, "Providing Referents for Sociological Concepts", Teaching Sociology, 1978, Vol. 5, No. 4, 409-421.

4. Baker and Jones, "Teaching Rational Thinking in the Social Problems Course", Teaching Sociology, 1981, Vol. 8, No. 2, 123-147.

5. Adams, "Teaching Stories for Sociology", Teaching Sociology, 1980, Vol. 7, No. 4, 397-408.

6. Levinson, "The Soap Opera Game", Teaching Sociology, 1980, Vol. 7, No. 2, 181-190.

Class Period FOURTEEN

Discussion Topics:

1. Current Classroom Concerns
2. Articles

Assignment: Read the articles listed below and write a Research Note on each article. We will discuss each article.

1. Wiggins, "College Classroom Incentives and Academic Performance", Teaching Sociology, 1979, Vol. 7, No. 1, 3-20.

2. Mariampolski, "Thoughts About Reasonable Goals for Introduction Sociology", Teaching Sociology, 1978, Vol. 5, No. 2, 141-150.

3. Baker, "Social Awareness Project", Teaching Sociology, 1975, Vol. 3, No. 1.

4. Tobin, "An Attempt at Relevance: News Item Analysis by Introductory Sociology Students", American Sociologists, 1971, Vol. 6, 140-142.

5. Stein, "The Effective Use of Mass Media in Sociology Education", Teaching Sociology, 1983, Vol. 10, No. 3, 283-317.

6. Metz, "Triangulation in the Classroom", Teaching Sociology, 1983, Vol. 10, No. 3, 219-335.

Class Period FIFTEEN

Discussion Topics:

1. Importance of a Text
2. Text Book Selection Process

   a. Goals of the Course.
   b. Book Notes - review books and decide which books you want to review in depth.
   c. Book Selection - read several chapters in each text and compare the texts (Review the support material (test book, student guide, teacher manual)). Be prepared to make a final text selection.

Assignment: Read chapter 9 (Texts) in The Craft of Teaching, chapter 9 (The Uses of Two Common Tools) and the Appendix (Resources for Teachers of Sociology) in Passing on Sociology, and the material listed below.

1. Clinton's Book Notes
2. Clinton's Book Selections Notes
3. Clinton's Support Material Notes
4. Ideas From Charles Muller (Contemporary Sociology, July 1982)

Using the forms above (2 and 3) review three new editions of introduction to Sociology textbooks. Which would you select? Why?

Class Period SIXTEEN

Discussion Topics:

1. Course Outline and Syllabus
2. We will review each of your syllabi
3. Preparing yourself for the future

Assignment: Review the course syllabi for Introduction to Sociology from the Teaching Project (Sociology Office) and write your own course syllabus. Read Chapters 14 (Producing College Professors), 15 (Preparing College Teachers), and 16 (A Final Word) in The Craft of Teaching.

NOTE: I will administer the Course Comments Questionnaire for your class this week. After I have compared the mid-semester evaluation with this one, we will discuss your teaching performance.

Clinton's Book Selections Notes

1. What are your goals for this course _____

_____

_____

2. Title and Date _____

3. Author _____

_____

4. Chapters _____ Average Length _____

5. Orientation _____

_____

_____

_____

6. Coverage of Methods and Theory _____

_____

_____

_____

_____

7. Are the chapters connected? _____

8. Attractiveness, Special Feature (Boxes) Illustrations _____

9. Read and evaluate the chapter on _____

10. Reading level _____

11. Major Asset _____

12. Major Weakness _____

_____

_____

13. Overall evaluation of this text.

Excellent Very Good Average Poor

14. Overall evaluation of support material.

Excellent Very Good Average Poor

15. Would you use this text?

Excellent Very Good Average Poor

FORMAT FOR RESEARCH NOTE OF A JOURNAL ARTICLE

Instructions

The research note should not have a cover page. The student's name and due date should appear in the upper left hand corner with the class title and number in the upper right hand corner. The heading should also contain the author's name, date, title, and journal. Subheading should be included. (A. Purpose, etc.). Example below:

Billy Bob Smith
August 13, 1980

Sociology 370:
Minority Groups

RESEARCH NOTE

Clinton, Lawrence, Bruce Chadwick, and Howard Bahr
1973 "Vocational Training for the Indian Migrants: Correlates of "Success" In a Federal Program." Human Organization 32 (Spring): 17-28.

A. Purpose
The first part of the report should focus on the purpose of the article or the research.

B. Variables or Hypotheses
The second part should focus on the independent variables and the dependent variable that are being investigated and/or the major hypotheses (theory) being tested.

C. Method
The third part should focus on the method of data collection.

D. Analysis
The fourth part should focus on the analysis of the data.

E. Conclusions
The fifth part should focus on the major conclusions of the article.

F. Reaction
The last part should focus on your own reactions to the article.

NOTE: The basic format (subheadings) will vary by the type of journal article. In any case, use subheadings (Purpose, etc.,). For example, in some there should be only and (A) introduction, (B) body, (C) conclusion, and (D) your reaction.

SOCIOLOGY 651
Teaching Sociology

WAGENAAR
Miami University
529 3437

Readings: Goldsmid/Wilson PASSING ON SOCIOLOGY
McKeachie TEACHING TIPS
Various articles and handouts

Major Objectives:

1. Develop your teaching skills
2. Develop your ability to analyze teaching
3. Articulate all components of your philosophy of education
4. Apply relevant sociological concepts and principles to college teaching
5. Review some of the basic literature on college teaching
6. Become familiar with several techniques and resources
7. Provide practice teaching exercises and develop feedback techniques

Specific Objectives Available by Unit

SYLLABUS

1. Introducation: Teaching and Teaching Sociology

   GW: 1,2,3
   MK: 1,2

2. Learning Objectives

   GW: 4,5,6
   AV Unit 2: Behavioral Objectives

3. Lectures

   GW: 10(200-218), 11(238-251)
   MK: 4

4. Discussion

   GW: 10(218-226)
   MK: 5

5. Syllabi and Textbooks

   GW: 9
   MK: 3

6. Testing and Grading

   GW: 13
   MK: 16,17

7. Assignments

   MK: 10,14

8. Other Instructional Strategies

GW: 10(226-238)
MK 9,13,15

9. The classroom and University/College Environment

GW: 7
MK: 18

10. Outside the classroom

MK: 19

11. Evaluating the Teacher

GW: 14

12. Audiovisual techniques

GW: 11(251-269)
MK: 12

13. Learning Theory and Educational Philosophy

GW: 12
MK: 6,23

COURSE ORGANIZATION

A. Assignments

1. Prepare course syllabus, complete with readings, films, non-lecture techniques, sample exam questions, and objectives.
2. Participate in two microteaching sessions.
3. Teach a section in someone's course.
4. Observe classes of 2 professors and prepare short report.
5. Read two articles in TEACHING SOCIOLOGY(or other journals on college teaching) and write 1-2 page abstract of each.
6. Brief analysis of an intro text.

B. Grading

1. Course syllabus	150		
2. Microteaching	50		
3. Class preparation and discussion	100		
4. 3 quizzes @ 75	225	91-100	A
5. Assessment of your teaching	125	81-90	B
6. Article abstracts	50	71-80	C
7. Review of intro text	25		
	725		

Criteria for assignments and grading to be handed out.

SOC 651
Teaching Sociology
Wagenaar

OBSERVATION ASSIGNMENT

The assignment is to observe two professors for at least one 50 minute period each. Be sure to check with the faculty member beforehand to determine a convenient date. If you would prefer that I check with them, just let me know.

Spend the bulk of the time/effort at analyzing their presentation. Review carefully the texts, handouts, and notes on lectures. Try to develop an outline of things to look for beforehand. Review the guides for observation. Also, be sure to obtain a syllabus and perhaps talk informally with the faculty member before, after, or at some other time within a week of your visit. Stress that your visit is part of an assignment for this class and is not to be considered an evaluation. If the faculty member desires, share some constructive feedback comments.

The objective of the assignment is to experience at least two different individual presentations and to develop your ability to analyze the teaching process. If at all possible, try to talk with the persons you observe about things of interest to you--grading, testing, use of films, philosophy of education, etc. In all cases, try to obtain the rationale for why things were done the way they were/are.

Please write up both your observations, typed double space. 5 pages maximum.

Criteria: scope of analysis
integration with class/readings
indication of what you learned

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Soc. 651
Teaching Sociology
Wagenaar

ARTICLE REVIEW ASSIGNMENT

The assignment involves reading two articles on teaching in any of the following journals:

Teaching Sociology
Teaching Political Science
Teaching Psychology
Improving College and University Teaching
Journal of Research in Higher Education
Journal of Higher Education

Other journals on teaching in general or teaching social sciences may also be acceptable; please check with me on specific titles.

Please do two things with each article. First, briefly summarize/abstract the article. Second, briefly analyze the article in terms of its relevance for the course and your teaching.

Length: about 2 - 3 pages, double-spaced, typed please.

Criteria: Appropriateness of article for teaching
Accuracy of abstract
Quality of analysis
Extensiveness of tie-in with class/readings
Grammar, syntax, clarity

Soc. 651
Wagenaar
Teaching Sociology

COURSE SYLLABUS ASSIGNMENT

Prepare a complete syllabus for a course. The course should preferably be introductory, but may be something else with permission. From a pragmatic standpoint, it would be best to do introductory because that is the course you are most likely to be teaching in your teaching career. No fair to use the syllabi prepared by the person you are working with or other previously written syllabi. Neither may the syllabus reflect use of the same textbooks as the person you are working with. The syllabus should include:

1. All major topics covered during the term.
2. All textbooks, readers, reserve readings, etc. to be used.
3. At least 2 films, placed in the appropriate section. Describe each.
4. One of the major topics should be broken down in outline form into minor topics (you could use the section on which you lectured).
5. List all general goals and write at least 12 learning objectives (specific
6. Include at least two non-lecture, non-discussion, non-film instructional procedures. Describe each briefly.
7. Include at least one discussion agenda (be specific regarding procedures, goals, etc.).
8. Include at least a dozen exam questions reflecting at least 3 different types of questions and at least 2 different cognitive levels.
9. Include at least one non-exam type of evaluation instrument and briefly describe (e.g., paper, journal, etc.).
10. Indicate how total grade will be calculated; include point breakdown.
11. Describe housekeeping matters and how you are going to run the course.

In short, prepare a complete package for teaching a course. You may find it useful to review the checklist for constructing syllabi. I have a few intro books you are welcome to borrow. Any member of the faculty probably has quite a few, including a few they may be willing to give away.

Feel free to submit preliminary or partial drafts.

Criteria: Inclusion of all of the above minimums.
Quality of each of the above items.
Evidence that the above items reflect principles in readings & class.
Overall course organization/consistency/clarity.
Grammar, syntax, clarity.

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SOC 772
Concepts and Methods in
Teaching Sociology
Spring 1982

Instructor: J. Michael Brooks

Office: 1505 Patterson Office Tower, 258-5186 or 257-3451; 109 Bradley Hall, 257-3737

Hours: By appointment - see me in class or call 257-3737 if you can't find me otherwise.

Class Meeting Time: 9-11 Tuesday (subject to variation depending on projects, locations, etc.)

Course Objectives

1. To acquaint seminar members with basic concepts and issues related to curriculum and course development in sociology.

2. To acquaint seminar members with a variety of teaching techniques and resources available for teaching sociology.

3. To develop ways of coping with problems which the teacher of sociology may face in her/his relationships with students.

4. To give seminar members practical experience applying various techniques.

5. To give seminar members direct feedback on teaching practices based on the practical exercises conducted in the seminar.

Required Reading

Charles A. Goldsmid and Everett K. Wilson, Passing On Sociology
Wilbert J. McKeachie, Teaching Tips
Other Materials as Assigned
Materials assigned will be made available either through my office or through Mary Carpenter (P.O.T. 1525).
Assignments will be made one week prior to the class session devoted to them.

Approximate Calendar for Semester:

Jan. 15: Organization of Seminar
*Jan. 20: Learning Theories and Teaching (Mike Nichols with GS600)
Jan. 26: The Environment of Teaching
Feb. 2: Curriculum/Course Development
Feb. 9/16: Lecture/Discussion Methods
Feb. 23: Micro-Teaching I (OB 37)
Mar. 2: Experiential Education/Games/AV Supplements
Mar. 9: Library as a Resource
Mar. 11 Testing/Grading
Mar: 16: Spring Break
*Mar. 24: Evaluation/Development of Teaching (with GS600)
Mar. 30/
Apr. 6: Relating to Students: Counseling/Advising/Ethics
Apr. 13: Micro-Teaching II (OB 37)
*Apr. 21: Good Teachers Talk About Good Teaching (W/GS600)

Approximate Calendar for Semester (continued)

Apr. 27: Project Days

* (Wednesday meeting)

+ (Subject to Change)

Grading and Evaluation: The following requirements and the proportion each contributes to your course grade reflect our agreements reaching in class meetings on January 15 and January 26.

1. Seminar Participation: 10%
2. Observation of Teaching: 35%
3. Special Project: 35%
4. Micro-Teaching: 20%

Assignments for January 20: Learning Theories and Teaching

1) Ericksen, Stanford, "The Theory of the Learner," pp 30-43 in Teaching in Higher Education, Stephen Scholl and Sandra Inglis. (Handout)

2) Watson, Goodwin, "What Psychology Can We Feel Sure About?", Teachers College Record, Vol LX, Feb 1960, pp 253-257. (Handout)

3) McKeachie, Wilbert J., "Motivation, Learning, and Cognition in the College Classroom," Chapter 23 in Teaching Tips.

4) Goldsmid and Wilson, Chapter 3, "Our Persuasions."

Of Interest:

1) Wm. S. Sahakian, Learning, various readings (dept. reserve).

Assignments for January 25: The Environment of Teaching

1) Goldsmid and Wilson, Chapters 1 & 2
2) McKeachie, Chapter 1.
3) Eble, The Craft of Teaching, Chapters 1 & 2. (dept. reserve)

Assignments for Feb. 2: Curriculum and Course Development

1) Goldsmid and Wilson: Chapters 406
2) McKeachie: Chapter 2 and Appendix A.
3) Kenneth Coleman, "On the Climate for a Social Scientific Contribution to Liberal Education at U.K.," U.K. Teaching News and Notes, Vol. 6, #1, p. 1-16.
4) Univ. of Kentucky Bulletin, 1981-82, pp. 255-257.
5) Syllabus Set, ASA Teaching Projects, Introductory Sociology.

Assignments for February 9: Lecture/Discussion Methods

1) Goldsmid and Wilson: Chap. 10
2) McKeachie: Chaps. 4 & 5
3) Eble, The Craft of Teaching: Chaps. 5 & 6

Assignments for February 16: Microteaching (OB 37)

1) McKeachie: Chapter 13.

Assignments for March 2: Experiential Education/GamesAV Supplements/Etc.

1) Goldsmid and Wilson: Chapter 10 (part on PSI)), Chapter 11.
2) McKeachie: Chapters 9-12, 14, 15.
3) Brooks: Colorado Paper

Assignments for March 11: Testing and Grading

1) Goldsmid and Wilson: Chapter 13
2) McKeachie: Chapters 16 & 17
3) Eble: Chapters 11 & 12

March 9: Library

Meet in Reference Office behind Reference Desk.
Phil Dare is in charge.

Assignments for March 24: Evaluation/Development of Teaching

1) Jerry G. Gaff, Toward Faculty Development, Chap. 1: New Concepts for Improving Teaching and Learning.
2) John A. Centra, Determining Faculty Effectiveness, Chap. 1: Goals and Procedures of Faculty Evaluation.
3) Ohmer Milton and Associates, On College Teaching, Chap. 14 (by Audrey Landers): Evaulating Teachers.
4) Wilbert J. McKeachie, Teaching Tips, Chap. 26
5) Michael A. Baer and Arthur Gallaher. Two Memoranda on faculty performance reviews, University of Kentucky, Mimo, 1981.
6) A. L. Fisch. Five brief articles on instructional evaluation, published in the SSF Relater, University of Michigan, College of Dentistry, 1969.

Assignments for March 30 and April 6: Relating to Students

1) Goldsmid and Wilson: Chapter 8
2) Eble: Chapter 13
3) McKeachie: Chapters 18-20, 22-24.

SOC 772
Overview: Course Requirements

1. Seminar Participation (10%):

This portion of your grade will reflect your attendance at seminar sessions and your contribution to each session. The latter will reflect not only your role in discussions but also how well prepared you are in terms of the assigned material. As this is a small seminar, attendance is important and our success depends largely on two things: being there and having read the assigned materials.

2. Observations of Teaching (35%)

You will be expected to observe and critique two faculty members teaching regularly scheduled courses. One should be from the Sociology Department and one from another department. A written summary of your observations and a critique of both teachers should be turned in by April 27. You should delete names if those you observe prefer you to do so. I will provide some sample forms to help you organize your observations. Generally you should obtain each person's permission to observe their class and then observe at least one session. Then you should meet that person to explore her/his teaching philosophy, course/daily objectives, problems inherent in teaching the course, etc. You should also schedule approximately 4-5 additional dates to observe the class.

Each person you observe should be provided with a written copy of your critique. You should also schedule a meeting with them over it. A final draft including their responses or suggestions will be turned in to me. I would recommend that each person be critiqued separately in two parts of a larger document. Depending on what you find, a final synthesizing section summarizing your "gleanings" regarding teaching can be used to close the project. Try to be brief and "journalistic" in your style rather than "academic." Cite references as needed to support your views.

3. Special Project (35%):

This project may range from a standard term paper (up to 20 typed, double-spaced page) on some issue or problem in teaching to such other projects as an extended course outline for a course you anticipate teaching, an annotated bibliography on some aspect of teaching, or some other project you may define. I would like to receive a brief (no more than two pages) prospectus on your project by February 16. This will facilitate our discussing your project if you are having difficulty getting organized. You will discuss these in class on April 27. A final draft is due no later than April 30, 1982.

4. Micro-Teaching (20%)

On February 16 and April 13 we will meet in OB 37 to conduct videotape sessions of each seminar member teaching to a simulated class. You should plan to "teach" for about 20 minutes on a subject appropriate for an introductory class.

You will be evaluated in terms of such things as organization, clarity of presentation, use of aids such as the blackboard, and other standard criteria of teaching. Improvement from Time 1 to Time 2 will be assessed. You will evaluate yourself on the tape and I will also view your tape. In the time between taping sessions I will meet

with you to help you develop the second version of your presentation. The forms handed to you for your Observations of Teaching will also be appropriate for your self-observation. After the April 13 taping session, I will meet with each of you individually to share my evaluation with you on this effort and to discuss your own self-critique. From these discussions a final grade for this part of the course will be developed.

Good luck!

Soc 695
Teaching Practicum

Course Syllabus

Instructor: Dr. Thomas L. Van Valey
Office: 2512-F Sangren Hall
Telephone: (616) 383-1759
Office Hours: By Appointment

Required Text: Goldsmid and Wilson, Passing On Sociology

Course Requirements:

(1) Prepare a syllabus for an Introductory Sociology course
(2) Make two presentations to Sociology classes
(3) Prepare written critiques of your own presentations, plus any other eight
(4) Prepare a prospectus for a research project in the area of teaching
(5) Complete the course assessment instrument

Tentative Schedule/Topics/Reading Assignment

Week 1 - Attend workshop - Coping With Teaching - presented by Office of Instructional Development (G & W: Chaps. 1, 4)

Week 2 - Attend Workshop - Coping With Teaching (Cont.)

Week 3 - Professional Socialization (G & W: Chaps. 2, 3, 7)
(a) job selection/placement/characteristics of departments
(b) teaching and publishing

Week 4 - Professional Socialization (Cont.)
(a) tenure/promotion
(b) administrative concerns (e.g., scheduling, assignment, load, flexibility/control)

Week 5 - The Course Syllabus (G & W: Chap. 9)
FIRST PRESENTATIONS SCHEDULED
(a) review of syllabi (ASA, local)
(b) syllabus design

Week 6 - Teaching Techniques (G & W: Chaps. 10, 12)
FIRST PRESENTATIONS SCHEDULED
(a) range of styles (videotapes)

Week 7 - Teaching Techniques (Cont.)
(a) development of a personal style
(b) presentation of self

Week 8 - Spring Break

Week 9 - Problems and Opportunities (G & W: Chaps. 8, 7)
(a) discipline
(b) pacing of material
(c) variety of presentation

Week 10 - Testing (G & W: Chap. 13)
SECOND PRESENTATIONS SCHEDULED
(a) preparation/review of sample questions
(b) advantages/disadvantages

Week 11 - Grading (G & W: Chap. 13)
SECOND PRESENTATIONS SCHEDULED
Syllabus Due
(a) alternatives to testing

Week 12 - Instructor/Course Evaluation (G & W: Chap. 14)
(a) purpose: development vs. administration
(b) approaches

Week 13 - Use of Technology/Resources (G & W: Chap. 11)
Prospectus Due
(a) audio/visual (e.g., TV, film, graphics, audio, photo)
(b) computer

Week 14 - Potpourri (G & W: Chaps. 5, 6)
Course Assessment Due

Soc 695
Teaching Practicum
Winter, 1981

COURSE ASSESSMENT

Please complete this assessment with care. As you should know by now, it is not only important to me, but it will also definitely affect the way I teach the Practicum in the future. Turn your responses in to the secretary. She will make sure they are all in before she gives them to me.

Before we get in to the content of the course, do you have any comments about the physical setting of the course? Was the coding room acceptable? Would it have been better to have used a different room? What suggestions might you make for next time?

Similarly, what about the "arranged" time? It never fits every person's schedule exactly, but seems to me to be the most equitable overall. Do you agree or disagree? Would you continue offering it on that basis or prefer a specific time? If the latter, when?

What about the actual amount of time spent in class, i.e., 7-9 PM on Mondays? Was it enough, too little, or too much?

What about the <u>total</u> time commitment involved in the course? Was it too much, about right, or too little?

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Let's take the components of the course individually. First, what did you think of the "Coping With Teaching" Workshop? Would you include it again?

What did you like about the workshop (if anything)? Dislike about it? Any suggestions about the use of the Office of Instructional Development and its resources?

Did you like/dislike the "accidental" grouping of our class into a self-contained section of the workshop? Would you rather see us meet with people from other departments as well?

First we turn to the syllabus. How did you like that as an exercise for this class? What were its major strengths and weaknesses? Was the timing okay as far as the semester was concerned? Would you keep its due date about where it was, earlier, or later?

Did you get enough feedback on the syllabi? Would you have liked more from me? If so, what kind? How about going over each other's in class? Or, how about critiquing each other's in writing, say according to the guidelines that Goldsmid and Wilson suggest or some other?.

Now to the presentations. Did they work all right (in terms of number, timing, content, etc.)? Would you have liked doing more, less, or about the same amount as you did? What did you like most about them? Least? What did you learn from them?

Did you have any trouble working with "host" faculty on your presentations (e.g., content, style, or other issues)? If so, what? (FEEL FREE - No one will see these but me.) Would you have liked more contact with "host" faculty, less, or about the same? Why? Would you have liked me to intervene or structure things more with such people?

How about the use of videotape? Was it beneficial to you in any way? Was it useful to have the tapes of several faculty to view? Would you like to see more of that kind of thing, perhaps with faculty coming in to talk about it with the class?

Was it helpful to have the tapes during the class' discussion of critiques? Would it have been better to have more, less, or the same amount of tape usage? Why?

What about the critiques themselves? Were the peer critiques at all helpful? Were they redundant with my own? How might they have been improved? Would it have been better if everyone had used a standardized form of critique or something else in between that and what we used?

What about the use of student critiques taken during presentations? Were they helpful? Might they have had a useful function to the classes even if they weren't useful to you? Should we keep them at all? Should they be more standardized?

Was the number of critiques about right (8 plus your own)?

What about the text? What were its particular strengths/weaknesses? Any suggestions concerning its use next time?

How would you like a reading list with particular pieces assigned to each class member and presented to the rest of the class? Any other ideas?

The last component of the course has to do with the prospectus. Since you have not yet received any feedback, there is little I can ask. Still, was it a useful exercise? Can you suggest a workable alternative that would allow us to deal with a wider range of topics in the limited time available? Did your own prospectus get you deeper into the literature than you would have without the assignment?

And now to me personally. Do I have any bad habits, mannerisms, etc. that bothered you? Do I use class sessions effectively? Are there other problems that I should work on? Do you have any suggestions? (AGAIN, feel free to be as critical as you wish. My ego can stand it without needing retribution.)

Kent State University, Kent, Ohio

SEMINAR : COLLEGE TEACHING OF SOCIOLOGY, 3 Semester Hours Credit

Objectives : To provide teaching fellows, experienced or not, an opportunity to consider the teaching skills and resources available to them while they conduct their own classes in sociology for the first time on this campus.

Moderator : Marvin R. Koller, Professor Sociology, Kent State University

Text : Charles A. Goldsmid and Everett K. Wilson, Passing On Sociology: The Teaching of a Discipline, Wadsworth, 1980.

Seminar Style : Our approximately ten students will each select three sessions for which they will serve as resource leader. Each session will start with attention to any new or ongoing problems developing with the teaching fellows' courses. We are informal in our presentations and encourage considerable discussion and exchange of ideas, data, and experiences. Dr. Koller will "fill in" whatever sessions are not elected by the teaching fellows. Each TF will design his/her presentations so that ample opportunity occurs for reactions, modifications, assessments, objections, cautions, and the like. Evaluation of seminar participants will focus upon the thoroughness, quantity-quality, and dedication that is demonstrated. We are also flexible so that we can mutually agree to eliminate, replace, or modify announced sessions in our planning such as inviting a visiting professional to share ideas in our seminar. The text is the text in the teaching of sociology and serves as an initial resource from which to begin individual work.

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Planned Sessions, One hour in length:

Week I:
1. Orientation to the Seminar
2. Course Syllabi
3. Grading, Grade Standards

Week II:
1. Selection of Texts
2. Use of Computer Banks and Test Guides
3. The Lecture-Discussion Method (Pros and Cons)

Week III:
1. The use of Resource Persons
2. Debates
3. Simulation Games

Week IV:
1. Handling Controversial Issues in Sociology
2. Questioning Techniques
3. Use of Teaching Facilities Available at our University

Week V:
1. Office-time, Counseling Students, Advising Students
2. Reading Lists
3. Preparing Examinations, Examination Styles

Week VI:
1. Study Habits of Students
2. Rights of Students and Professors, Ethical Behavior
3. Developing Heuristic Devices for Abstract Concepts

Week VII:
1. Chalkboard Techniques and Etiquettes
2. Rapport and Social Distance with Students and Colleagues
3. Professional Relationships with Colleagues

Week VII:
1. "The Ideal Professor"; "The Ideal Student"
2. Publishing (Articles, Books, Monographs, Papers)
3. Making Site Visits or Field Trips

Week IX:
1. Special Projects by Individual Students or Groups
2. Class Projects, Participation by Entire Classes
3. Organizing Themes for Each Course

Week X:
1. Dealing with the Foreign Student or Internationals
2. Dealing with the Handicapped Student
3. Dealing with the Militant Student, The Student with a Cause

Week XI:
1. Awareness of the Classroom Environment (Ventilation, Seating Styles, Lighting, Etc.)
2. Developing Reference Files in the Teaching of Courses
3. Becoming a Generalist or a Specialist; How to choose Fields of Special Interest

Week XII:
1. Perfecting, Polishing One's Courses
2. Rendering Public Service
3. Giving Professional Talks

Week XIII:
1. Dealing with Newspapers, Reporters
2. Dealing with Radio Programs
3. Dealing with Television Stations

Week XIV:
1. Humor in the Classroom
2. Visits to Colleagues' Classes
3. Visit by Professor selected by the Seminar

Week XV:
1. Visit by Professor selected by the Seminar
2. Critique of the Seminar and Critiques of Courses
3. Final Summary Session

SOCIOLOGY 5010.....WINTER 1982
JAMES A BLACK

TEXT: Goldsmid and Wilson, Passing on Sociology

ASSIGNMENTS:

1/4	Introductory Comments
1/11	Ch. 1-3
1/18	Ch. 4
1/25	Ch. 5-6
2/1	Ch. 7
2/8	Ch. 8
2/15	Ch. 9
2/22	Ch. 10-12
3/1	Ch. 13
3/8	Ch. 14, Afterword, Appendix

EVALUATION:

In addition to attending class, each student will be required to complete a course syllabus for one upper division sociology course of their choosing.

C & I 5090 - DEVELOPING TEACHING SKILLS FOR HIGHER EDUCATION

Course Outline

INTRODUCTION

You have been selected as a participant in UTK's Seminar for Graduate Teaching Assistants. This special course represents an attempt to assist GTA's from across campus in their teaching efforts. We hope that both the content and format of the seminar will be useful to you as you conceptualize and develop instruction for your students. Departmental coordinators and seminar staff will be available to assist you in every way possible as you carry out the activities of the seminar and the planning and implementation of your own instruction.

COURSE GOALS AND OBJECTIVES

This course has four major goals:

1. Enable you to develop a greater repetoire of teaching skills, e.g., statement of objectives, test construction, verbal and nonverbal interaction skills, leading of group discussion, improved lecturing.

2. Enable you to meet and work with a group of faculty members who can and will be available to you if you need assistance in planning and implementing instruction.

3. Enable you to meet and share with other GTA's from across campus who are involved in the same successes and frustrations which face you.

4. Enable you to conceptualize fully (a) your role as an instructor and (b) the various components of the instructional process.

By the time you complete the seminar you should have accomplished several specific objectives related to these goals:

1a. Be able to write and communicate to students clear, precise course objectives.

1b. Be able to construct valid, reliable classroom tests.

1c. Be able to monitor one's own verbal and nonverbal behaviors in the classroom.

1d. Be more sensitive to student verbal and nonverbal behaviors and interpret them with accuracy.

1e. Be able to assess student learning styles and build instruction to them.

1f. Be able to assess one's own learning and teaching styles and take these into consideration in instructional planning.

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Course Outline

1g. Be able to identify a range of teaching strategies and select those most appropriate to the content and students being taught.

1h. Be able to identify individual differences in UTK students.

1i. Be able to lead successful classroom group discussions.

1j. Be able to make successful classroom presentations.

4a. Be able to identify the major components of the instructional process and plan for their implementation.

4b. Be able to describe the roles and functions of a teacher in an institution of higher learning.

MEASUREMENT AND EVALUATION

Accomplishment of the objectives stated above will be measured by several means including the completion of structured assignments, observatio of the participant's performance in the classroom, preparation of instructional materials and development of a short position paper (related to objectives 4a and 4b.) Grading will be on a Pass-Fail basis. A participant who conscientiously completes the requirements of the seminar should have no difficulty in obtaining a passing mark.

ATTENDANCE

Since so much of the "meat" of this seminar is contained in the content and format of the seminar sessions, attendance at these sessions is essential. Please make every effort to attend all sessions.

REQUIRED READING

TO BE ANNOUNCED

GTA Seminar on Teaching-1981

Schedule of Events

Monday, September 14

1:00-1:20	Overview of Seminar, Introductions, Questions
1:20-1:40	"Purses and Wallets" (Activity)
1:40-2:15	Students at UTK: Their Characteristics
2:15-2:45	The Non-Traditional Student at UTK
2:45-3:00	BREAK
3:00-4:30	"What Would You Do?" (A problem-solving activity Charles Jackson, leader).

Tuesday, September 15

9:00-9:30	"The Penny Game" (Activity)
9:00-10:30	Have You Seen These Instructors Before? (Role Play and Discussion)
10:30-10:50	COFFEE BREAK
10:50-11:30	Have You Seen These Instructors Before (Continuation).
11:30-12:15	The Instructional Process: Focus on Course Objectives (Russ French)
12:15-1:15	LUNCH
1:15-2:30	"Futures: The Development of A New Course" (Group Activity)
2:30-2:45	BREAK
2:45-3:30	Sharing "Futures" Objectives
3:30-4:00	Assignments, Questions

Wednesday, September 16

9:00-10:30	Test Construction: Short Answer Items
10:30-10:45	COFFEE BREAK
10:45-12:00	Test Construction: Essay Questions
12:00-1:00	LUNCH
1:00-1:20	Writing As An Evaluation Tool

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Wednesday, September 16

1:30-2:50 You, Your Students and The UTK Libraries (Bob Bassett, et. al.)

2:50-3:05 BREAK

3:05-3:50 Self-Evaluation of Instruction: Seeing and Hearing Yourself (Lewis Hodge)

3:50-4:00 Assignments, Questions

Thursday, September 17

9:00-9:45 About My Teaching Style

9:45-10:30 About My Teaching Style

10:30-10:50 COFFEE BREAK

10:50-12:00 SMALL GROUP PRESENTATIONS/ Discussions (Choose ONE of Two):

1) Some tips on Lecturing

2) Some Tips on Successful Laboratory Instruction

WEDNESDAY, SEPTEMBER 23 (OPEN SESSION FOR ALL GTA'S ON CAMPUS

9:00-9:15 Welcome

9:15-9:30 Some Thoughts About College Teaching (Ohmer Melton, Director, Learning Research Center)

9:30-10:30 Some Tips On Being A GTA

10:30-10:50 COFFEE BREAK

10:50-11:50 "Learning, A Matter of Style" (Russ French)

11:50-12:00 Comments From The Graduate Office

Saturday, October 3

9:00-9:10 Update From The Staff, Questions

9:10-10:15 Small Group Discussion

10:15-10:30 COFFEE BREAK

10:30-11:30 SMALL GROUP PRESENTATIONS/ Discussions (Choose ONE)

1) Some Tips On Leading Group Discussions

2) The Art of Asking Questions

Saturday, October 3

11:30-12:00	Responding To Criticism From Students.

Saturday, October 24

9:00-9:10	Update From Staff, Questions
9:10-10:15	Small Group Discussions
10:15-10:30	COFFEE BREAK
10:30-11:30	Classroom Communication: Verbal and Nonverbal (Russ French, Lewis Hodge)
11:30-12:00	Seminar Evaluation

COURSE OUTLINE FOR

SOCIOLOGY 380*

"SEMINAR ON TEACHING SOCIOLOGY"

FALL 1983

Instructor: Richard Cramer

Meetings Times: 10:00-10:50 Mondays and Wednesdays
-- possible alternative times for special topics
-- additional meetings to be scheduled during Spring 1984

This course has two parts: the fall seminar when preparations are made for teaching one's own course; and the practicum in the following spring or summer when one actually carries out (often with revisions) the plans made in the fall.

Each student in 380 is given an "Incomplete" at the end of the fall semester. The actual course grade is assigned after the practicum term. Criteria for evaluation include (a) extent and quality of participation in seminar sessions, (b) adequacy of written assignments, (c) effort invested in and quality of planning for the course soon to be taught, and (d) the final course paper describing highlights and difficulties in one's first solo teaching experience (thereby suggesting ways of strengthening future 380 courses). The normative course grade is a "P."

Periodic ungraded feedback will be given, too, in response to work done in the seminar and in the practicum (as seen in visits to the classroom and in review of course materials (e.g., tests, handouts, readings, etc.) and student evaluations.

The format of individual seminar sessions will vary. But discussion will usually focus on a specific topic. Typically, there is reading to be done beforehand. And sometimes students will prepare short written assignments to be distributed to all seminar participants before the appropriate session. More often, the assignments will be to prepare for oral presentations and subsequent discussion.

A "to-whom-it-may-concern" letter will be written by the 380 instructor after the practicum. It will review the experiences that comprise 380 and provide a summary statement about the student's performance and promise as a sociology instructor. If the student wishes, a copy of the letter will be put in his or her file where it may be used as part of a letter to prospective employers. (The student will have the opportunity to suggest revisions of the instructor's initial letter -- to ensure greater accuracy.)

What follows on succeeding pages is a detailed course outline, with associated readings. These are drawn mainly from Goldsmid, Charles, and Everett Wilson, Passing on Sociology, Belmont, Calif.: Wadsworth, 1980; and McKeachie, Wilbert, Teaching Tips, Lexington, Mass.: Heath, 1978 (7th edition). Another recommended source of pertinent readings is the journal Teaching Sociology. One can subscribe to it via SAGE Publications, 275 South Beverly Drive, Beverly Hills, Calif. 90212.

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CLASS SCHEDULE

Date	Specific Assignments and Discussion Topics	Guest(s)	Associated Readings
8/29	What are the goals of our course? Why bother having a course like this? For whom is it useful? Should it be required? Discussion of choice of courses for practicum.		
9/7	Introduction to the resources of the Media and Instructional Support Center. In addition, each student should prepare (a) a specific example of possible incompatibility between teaching and research responsibilities and (b) a specific example of how he or she might try to interrelate the two activities.	Neal	G&W: Ch. 1-3 M: Ch 1
9/12	Introduction to the selection of texts and supplementary readings. Relations with publishers and publishers' representatives. Tentative assignment of practicum courses.	Delmar	McGee (on reserve)
9/14	Common problems or limitations faced by instructors; professional responsibilities inside and outside of class. All students will be expected to contribute to a list of potential ethical issues that relate to teaching and to be prepared to discuss possible ways of dealing with these issues. All students will also discuss problems and constraints that one might expect to confront in teaching and the ways of dealing with these.		G&W: Ch. 7-8 M: CH. 6,9, 18-20,22-24
9/19	**Identify the major components of the course you expect to teach in your practicum -- perhaps 5-10 segments. For each of these, indicate one or more specific outcomes you hope for your students to realize. You may wish to distinguish among information (descriptive data), methods of inquiry, and policy implications (or applications).		G&W: Ch. 4-6 M: pp. 5-7
9/21	**The first class period. Prepare an ordered list of things you intend to do this first class. What kind of substantive material, if any, should be covered? Prepare one illustration or demonstration that you think might be useful in this class which introduces your course.		M: Ch. 3
9/26	**In light of the goals you've fixed for your course (in your 9/19 assignment), scan a number of texts. Pick three and evaluate them using the ACIDS test or some other evaluation scheme. Be prepared to discuss your selection and criteria in class.		G&W: pp. 185-99 M: pp. 7-9
9/28	The use of the lecture format in class. A demonstration lecture will be presented by Ed Neal.	Neal	M: Ch. 4 G&W: pp. 200-18, 276-81

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**This refers to some written (or otherwise tangible) assignment to be turned in at this class period.

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10/3,5 10,12	Each student will prepare a class session where lecturing is the predominant format for his or her practicum course. Depending on the number of students in 380, we may have time for only truncated presentations (e.g., first 15 minutes of the lecture, 2-3 minutes to describe the remaining content, and 3-5 minutes for the close of the lecture). Each student in the audience will be expected to prepare a 1-2 paragraph "feedback report" on each lecture with criticisms and suggestions. These should be turned in to Cramer no later than 10/14; they will be passed on to the various "lecturers" shortly after that.	Neal	
10/17, 19,24	Use of the discussion format in class. This will be handled in the same way as the demonstration lectures. "Feedback reports" are due 10/26. (**)	Neal	M: Ch. 5 G&W: pp. 218-26, 281-83
10/26	The selection and use of films in one's courses. Introduction to the resources and services of the Nonprint Collection of the Undergraduate Library, which is where the class will meet.	Bartholomew	
10/31	Prepare and present at least one transparency or duplicated handout (not a copy of something already in print) that you might use in your practicum course. Your presentation should explain it as you would to your students and should tell us how it would fit into your course.		
11/2	Computer-assisted instruction. Also introduction to the services of the Institute for Research in Social Science. We will meet in the basement of Manning.	IRSS staff	M: pp. 109-11 G&W: pp. 287-90
11/7	**Prepare an assignment to be done by students outside of class. This may be a PSI unit (including opportunities for self-correction and/or stock-taking), a field project, or some other form of data compilation or analysis. The assignment can be for students working alone or in small groups. In any case, its purposes should be explained in an introductory statement; students should be provided with fairly detailed instructions on how to proceed; and grading criteria should be clearly stated.		G&W: pp. 226-37, 283-84 M: Ch. 8,11
11/9	**Select a possible film for use in your course. Prepare a handout for students on (a) why and how you expect this film to be useful and what to anticipate in the film and (b) questions for discussion after viewing the film.		
11/14, 21	**Due these dates for class discussion is the sy'labus for your practicum course. Make sufficient copies for all 380 participants. Include the following: a) statement of course objectives -- derived from your 9/19 assignment b) justification for goals c) readings, required and optional, in text and other sources d) description of projects, papers, field work (if any), whether work is to be done in collaboration with others or independently, etc. e) information about examinations, quizzes, and grading f) your office hours		G&W: pp. 171-85, 290-307 M: pp. 10-12

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11/28	Evaluating instructor performance. (A) Review student evaluation procedures, including the questionnaire used by Student Government; think of revisions and/or supplements. (B) Suggest other means of instructor evaluation (e.g., pretest/posttest measurement of amount learned by students and measurement/evaluation of quality of course content and of classroom meetings, etc.)	Neal	G&W: Ch. 14 M: Ch. 25-27
11/30	**Examination writing. For one major segment of your course, prepare a minimum of (a) five multiple-choice or true-false questions, (b) five short-answer (less than one sentence) questions, and (c) two essay questions. You may exploit the CUSS file of exam questions and the instructors' manuals that often accompany texts, but some of the questions should be your own creation. Prepare answer sheets/guidelines for grading all of your questions.		G&W: Ch 13 M: Ch. 14, 16, 17
12/5	**Prepare a list of components of the final grade in your course, with criteria for evaluation spelled out. Questions to be discussed: (a) Is there an "ideal" grading distribution? If so, what is it, and how should it be achieved? (b) What should be done with students who miss exams or do not turn in assignments on time? (c) How many exams and assignments? What form? When?		
12/7	Launching the new teacher. Last "words of wisdom." Practical information for fitting your course into the bureaucracy of both Department and University. Discussion of student and faculty responsibilities regarding the Honor System.	Rep. from Student Govt.	G&W: pp. 271-76 M: Ch 28

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REQUIREMENTS FOR THE PRACTICUM

Besides the normal duties of teaching your own course, the following are special 380 practicum requirements:

1) Videotaping of one class within the first quarter of the term. (Additional class taping is optional.) This is for private viewing by the teaching assistant. Your 380 instructor will view the tape(s) only by invitation.

2) One pre-arranged visit by the 380 instructor to a class session. (Additional visits are optional, at the teaching assistant's invitation.) This visit should take place during the second or third quarter of the term.

3) Participation by all 380 students in three group meetings during the spring term (regardless of when your practicum teaching is scheduled):

   a) During the 2nd week of the term--to discuss initial experiences and problems.
   b) During the 4th week of the term--to discuss exam-writing and grading -- copies of the first exam (draft or final version) should be provided as the focus for discussion.
   c) Sometime in April--for general review of accomplishments and areas in need of improvement

4) Preparation of a final paper for 380 to be completed after the end of the term. Address these questions in your paper:
   a) What went wrong in the course, and why?
   b) What went well in the course, and why?
   c) What would/will you do differently the next time, and why?
   d) How might 380 be improved to help in preparing persons for their first teaching assignments?

   Either in the body of the paper or as appendices, students should include (a) student evaluations, with a summary of them and any response you have to them, and (b) such course materials as the syllabus, all written assignments, and exams, along with your assessments of them.

Seminar in Teaching and
Ethics in Human Development and Family Studies

This course is comprised of two half-semester modules dealing with topics central to graduate education. The first half of the semester is a seminar devoted to issues in undergraduate teaching under the direction of E. Kain. Students will review research on teaching methods, and develop skills and materials which will later be used in the classroom. The second half of the semester is a seminar concentrating on ethical issues in social science research which is taught by S. Ceci. Students will examine a variety of issues raised during the design, data collection and publication phases in the process of social science research. Students may take either or both of the modules. Each is worth two hours credit. Grading for both modules is S/U.

Many issues in both teaching and research ethics can be fruitfully examined from a variety of perspectives. In both modules some of the sessions will be devoted to panel discussions of the issues being covered. Panel members will be drawn from the faculty in the graduate field.

MODULE I. SEMINAR IN TEACHING

Objectives*

This course module is designed to help first-time instructors improve their competence as teachers. It will be useful for graduate students who are serving or plan to serve as TAs in courses in the social sciences and it will help prepare students for teaching their own courses in the future.

Students with prior teaching experience can gain from HDFS 685 since much of the material will be new to those who have taught before. In addition, previous experience with teaching can provide valuable insights for others in the course.

This course meets several needs which are central to graduate education:

1) It provides basic training in teaching, which is a central function in most academic appointments.

2) It adds something to the meaning of an advanced degree in our department.

3) It moves us closer to providing undergraduates here at Cornell with competent instruction.

4) It strengthens the bargaining position of our students as they face a tight job market.

The module is designed to be linked with either a TA position or the teaching of a summer course by each student.

* This description draws heavily from the work of Everett K. Wilson who designed and teaches a course in the Teaching of Sociology at UNC - Chapel Hill. See "The Carolina Course to Launch Sociology Instructors" Teaching Sociology 3 (3):249-264, April, 1976. An excellent summary of research on teaching as it applies to sociology is Passing on Sociology: The Teaching of a Discipline, ed. by Charles Goldsmid and Everett Wilson (Wadsworth, 1980).

Specific goals of the course include:

A) Development of skills basic to instruction--use of various forms of audio visual and duplicating equipment, discussion group techniques, test construction, organization and presentation of lectures.
B) Development of course materials--syllabus, handouts, study guides, etc.

C) Development of course organization--structuring topics, guest speakers, films, testing.

D) Discussion of central issues in teaching--evaluation of students and instructor, methods and theories of teaching, the physical and social environment of the classroom.

Organization

The course has a relatively light reading load. Most of the time is devoted to producing prototype materials for your course. The general outline of the course is as follows:

I. Introduction: Why be concerned about teaching? What is the best way to teach an introductory course?

II. Developing course objectives: How do you define the objectives for the course? How do you develop a syllabus? How do you choose a text and/or readings?

III. Developing the lectures and discussions: How do you organize a lecture? What are some keys to good organization? How is the first class important? What should be considered about the physical setting of the class? How do student characteristics and class size modify style of presentation? What are some useful techniques for leading discussions?

IV. Devising audiovisuals. How do I use these machines !? When are audio-visuals useful and appropriate? How should movies be used? How do I duplicate materials?

V. Developing evaluation instruments: What use is a pre-test? What types of examinations are best? How do you develop and evaluate essay exams? What kinds of projects can be used in the classroom? How can computer and self-paced learning be used? How can teaching be evaluated?

VI. Overview and Conclusions

Evaluation

Evaluation in the course will be based on written and oral assignments throughout the semester and class participation. Grading will be S/U. Assignments will be due almost every class session--this is why the reading load remains relatively light. A description of the short assignments follows:

Assignment #1. Review 3 to 5 syllabi designed by others for the course you will be teaching. (Hand these in with your written assignment.) Note examples of both good and bad design. (Explain why the design is good or bad.)

Identify the major sections of your course, and indicate for each a set of outcomes or goals you hope the students will achieve.

Organize these goals into a logical statement, and write a one or two paragraph introduction to your syllabus which includes both the goals and their justification.

Assignment #2. Keeping the goals and organization from Assignment #1 in mind, scan a number of texts for your course. (Hand in a list of these). Pick the three you find most satisfactory and evaluate them using one of the schemes discussed in class. Develop a reading list from one of these texts to match the course organization you developed in Assignment #1.

Assignment #3. Develop the first ten minutes and the last five minutes of a lecture. Hand in: a) the outline of the whole lecture and b) a description of where this lecture fits in the course.

You will present the fifteen minutes of lecture to your classmates and will be videotaped. Later you can view the videotape with or without the instructor present.

Assignment #4. Develop an overhead (or other visual aid) to be used to teach a concept on some data for your lecture in assignment #3. Bring it in the classroom and demonstrate its use.

Assignment #5. Using criteria discussed in class, develop ten short answer and two essay questions for an exam in your course. Provide a method and scale for grading the questions. Link these questions to the sections of your syllabus to which they apply, and note the objectives which they are testing.

All of these assignments will provide only a starting point in the particular area being covered. Certainly a number of revisions and modifications will occur as you revise and develop the course ideas for your own course or interact with the instructor and other TAs in a course in which you are serving as a TA.

There is no single path to effective teaching. This course will help you begin to develop the necessary skills and ask the questions necessary to developing your own most effective teaching style and materials.

Readings

The following sources will serve as required reading. Further titles may also be added.

McKeachie, W. Teaching Tips: A Guidebook for the Beginning College Teacher. Lexington, Massachusetts: D.C. Heath and Company, 1978.

Geertson, R. The Textbook: An ACIDS test. Teaching Sociology, October, 1977, 5(1):101-120.

Morris, C. Choosing a text for the introductory course. Teaching of Psychology, February, 1977, 4(1):21-24.

Senn, D.J. Introductory psychology: Should it be taught as a general survey course? Teaching of Psychology, October, 1977, 4(3):124-127.

Lenski, G. Rethinking the introductory course. Teaching Sociology, January, 1983, 10(2):153-168.

D'Antonio, W. Nibbling at the core. Teaching Sociology, January, 1983, 10(2):169-185.

Davis, J.A. Five well established research results. Teaching Sociology, January, 1983, 10(2):186-209.

Wilson, E.K. Standards for judging the adequacy of Sociology I. Teaching Sociology, January, 1983, 10(2):210-218.

Wimberly, R.C., Faulkner, G., and Moxley, R. Dimensions of teacher effectiveness. Teaching Sociology, October, 1978, 6(1):7-20.

Harris, R. The teacher as actor. Teaching of Psychology, December, 1977, 4(4):185-187.

Fulkerson, F., and Martin, G. Effects of exam frequency on student performance, evaluations of instructor, and test anxiety. Teaching of Psychology, April, 1981, 8(2):90-93.

Keller, F. Ten years of personalized instruction. Teaching of Psychology, October, 1974, 1(1):4-9.

Kulik, J. and Kulik, C. Student rating of instruction. Teaching of Psychology, December, 1974, 1(2):51-57.

Reynolds, D. Students who haven't seen a film on sexuality and communication prefer it to a lecture on the history of psychology they haven't heard: Some implications for the university. Teaching of Psychology, April, 1977, 4(2):82-83.

Hettich, P., Lema-Stern, S. and Rizzo, J. Dear graduate student (and future professor). Teaching of Psychology, October, 1981, 8(3):156-158.

Course calendar and assignments

	Topic	Reading and assignments due
Session 1:	Organization, planning, decision on meeting time	
Session 2:	What is the best way to teach an introductory course? How do you define objectives for the course? How do you develop a syllabus?	McKeachie, Chap. 2, D'Antonio, Davis, Lenski, Senn, Wilson
Session 3:	How do you choose a text and/or readings? How do you organize a lecture?	Assignment #1 due Geertsen, Morris, McKeachie, Chap. 3, 4
Session 4:	When are audio-visuals useful and appropriate?	Assignment #2 due McKeachie, Chap. 12, Harris
Session 5:	Class presentations begin.	Assignment #3 and #4 due
Session 6:	How do you develop evaluation instruments?	McKeachie, Chap. 16, Fulkerson et al., Keller
Session 7:	How can teaching be evaluated? What now?	Assignment #5 due Kulik & Kulik, Reynolds, Hettich et al., Wimberly et al.
Session 8:	Overview - Special topics of student choice	

MODULE 2. SEMINAR IN ETHICAL ISSUES IN SOCIAL SCIENCE.

Objectives

This module is intended to familiarize graduate students with ethical dilemmas that are frequently encountered by psychologists and sociologists in the conduct of survey, field and laboratory research, as well as professional practice. Discussion will focus on conflicts arising between the norms of social science and those of "careerism" as well as potential conflicts internal to the norms of social science. The goal of this module will be to get participants thinking about the myriad ambiguities, dilemmas and value conflicts that can arise in the: a) generation of hypotheses; b) design and implementation of studies; analyses of data; and dissemination of findings. There will be some consideration of professional codes of ethics adopted by A.P.A., A.S.A., Division 7 of A.P.A., and S.R.C.D. (e.g., teacher-student relationship). Collateral issues (e.g. appropriate preparation for professionals) will also be covered.

This module is seen as an integral part of the development of students into professionals. In particular, this module:

1. will provide graduate students with guidelines for the conduct of their own research, teaching, and service "providing."

2. will add a value component to the existing apprenticeship-type training in methods.

3. will be a pragmatic means of preparation for research proposals (e.g. Human Subjects Committees).

Organization

The general outline of this module is as follows:

I. Introduction to the problem
   A. Legal, pragmatic, and ethical considerations of professionals
   B. Professional codes of conduct
   C. Consequentialist orientation (utilitarian, cost-benefit, relativist) vs. non-consequentialist (absolutist)

II. Proprietary issues in the conduct of social science research
   A. Authorship questions (ordering of names)
   B. Access to another Principal Investigator's data
   C. Patents, copyrights, and limitations

III. HHS guidelines revisited
   A. Value considerations
   B. Political implications of knowledge gained through research

IV. Concerns of service providers
   A. Representation/Credentialing
   B. Economic and legal risks to clients
   C. Value questions

Evaluation

There will be one paper and an in-class oral presentation on a topic to be approved. Grading will be S/U.

Readings

In addition to selected case studies, which will be made available to students, the following list of books, empirical reports, and codes of conduct will serve as required reading. It is likely that further titles will be added to this list as they become known:

A.P.A.'s Ethical principles in the conduct of research with human participants. Washington, D.C.: A.P.A., 1982.

A.S.A.'s Committee on Professional Ethics: Revised code of ethics for sociologists. Footnotes, 1982, 10, 9-10.

Rheingold, H.L. Ethics as an integral part of research in child development. In R. Vasta (Ed.) Strategies and Techniques of Child Study. New York: Academic Press, 1982.

Monahan, J. (Ed.). Who is the client? The ethics of psychological intervention in the criminal justice system. Washington, D.C.: A.P.A., 1980.

Greenwald, R.A., Ryan, M.K. & Mulvihill, J.E. Human Subjects Research. New York: Plenum, 1982.

Hunt, M. Research through deception. New York Times Magazine, Sept. 12, 1982, 137-143.

Sieber, J. Whose ethics? Newsletter of the Society for the Advancement of Social Psychology, January, 1983.

Sieber, J. Ethics in field and survey research. New York: Springer-Verlag, 1982.

Schuchman, H. Confidentiality of health records. New York: Gardner Press, 1982.

S.R.C.D. Ethical standards for research with children. Newsletter, Winter, 1973, 3-5.

A.P.A. Latest changes in the ethics code. APA Monitor, November, 1979, 16-17.

Division of Developmental Psychology, A.P.A. Ethical standards in psychological research. Division 7 Newsletter, Spring, 1968, 1-3.

Wax, M.L. & Cassell, J. (Eds.). Federal regulations, ethical issues and social research. Boulder, CO: Westview Press, 1979.

Federal Register, Title 45, Part 46--Protection of human subjects, vol. 46, no. 16, January 26, 1981, pp. 8366-8392.

Pool, I.S. Testimony before the President's Commission for the Study of Ethical Problems in Medicine, Biomedical, and Behavioral Research, July 12, 1980.

Seiler, L.H. & Murtha, J.M. Federal regulation of social research involving human subjects: A critical assessment. American Sociologist, 1980, 15, 146-155.

Gaylin, W., & Macklin, R. Who speaks for the child: The problems of proxy consent. The Hastings Center Series on Ethics. New York: Plenum, 1982.

Pattullo, E.L. Who risks what in social research? Hastings Center Report, April, 1980, 15-19.

Veatch, R.M. The national commission on IRBs: An evolutionary approach. Hastings Center Report, February, 1979, 22-27.

Soble, A. Deception in social science research: Is informed consent possible? Hastings Center Report, October, 1978, 40-46.

Murray, T.H. Learning to deceive. Hastings Center Report, April, 1980, 11-14.